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ABSTRACT

This post-high school curriculum guide was prepared to assist junior and community colleges, vocational schools, and area schools in initiating programs in child care and guidance. The guide will be helpful in planning both 1- and 2-year programs aimed at recent high school graduates and young adults. Graduates of these child care programs will be ready to work in day care centers, nursery schools, kindergartens, and child development centers. A glossary, a bibliography of books and films, suggested course outlines, and a list of needed equipment accompany the many sections which include (1) program objectives, (2) advisory committee, (3) staff needs, (4) student recruitment, (5) curriculum, (6) evaluation of student progress, (7) establishing a laboratory nursery school, and (8) follow-up activities. An earlier edition of this guide is available as ED 017 715. (JS)

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CHILD CARE AND GUIDANCE

–A Suggested Post High School Curriculum

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FOREWORD

The preparation of this curriculum guide was undertaken because of the imperative need throughout the country for persons with post-high school training in the care and guidance of young children. "Care and guidance," in the context of this publication, encompasses all the needs of children—social, emotional, and intellectual as well as physical.

Many junior and community colleges, vocational schools, and area schools are initiating programs in child care and guidance work. The primary purpose of the guide is to help them establish and maintain programs of high quality.

This guide suggests a course of action for those who plan to initiate training programs. It is not intended to serve as a rule book requiring rigid adherence. Each institution and community may adapt the content to meet its own needs and circumstances.

The two-year program described herein may or may not lead to the associate degree. It was not planned as a part of the first two years of a four-year college program. Also included are suggested adjustments in course content for a one-year program.

Recent high school graduates and young adults are suggested as likely trainees; however, qualified older adults who are interested in working with young children may also be accepted.

The program prepares persons to serve as teacher's assistants, not as teachers or administrators.

Graduates of the program will be ready to work, *under the supervision of qualified teachers,* in day care centers, nursery schools, kindergartens, and child development centers. They also might work with children in hospitals, institutions, camps, and recreation centers, on playgrounds, or with children in their own home. The program could prepare persons to assist in centers for exceptional children —physically handicapped, emotionally disturbed, and mentally handicapped—if it is conducted at an institution which offers special education courses and opportunities for working with exceptional children.

Briefly, the program described in this guide has six general purposes:

- to aid vocational schools, community colleges, junior colleges and technical schools in training persons to work with young children
- to train persons for employment
- to help trainees develop a sense of adequacy and a better understanding of themselves and others
- to orient persons to the jobs available in child care and guidance
- to demonstrate high quality training and emphasize the importance of competent personnel in all areas of child care and guidance
- to propose a two-year training program, or, with adaptations, a course of shorter duration including in-service training for on-going programs.

The basic materials in this bulletin were prepared by Dr. Winona L. Morgan and Mrs. Patricia H. Greene of The Pennsylvania State University under a contractual arrangement between the University and the U.S. Office of Education. An advisory committee of eight persons, composed of representatives of various agencies and professions concerned with the care and guidance of young children, assisted in the selection and organization of the material presented.

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INTRODUCTION

Historical Background

Only recently has national attention been focused on the importance of the first few years of a child's life in determining his future. This national awakening to a new educational need is, in fact, a phenomenon of the 1960's.

The situation is described by Ralph L. Witherspoon in an article which he wrote for *Young Children* following the Miami Beach Conference of the National Association for the Education of Young Children:

> The education of today's young child has currently captured the concern and interest of the federal government, the press, educators, parents, and a multitude of agencies concerned with the welfare of children and their families. Historically, the education of young children has been of little concern in the United States. When the history of education in the United States during the 1960's is written, the young child will play an important role for the first time. Recent research has clarified many of our misconceptions about the readiness of young children to learn.[1]

Where did this new concern originate? Why does the young child suddenly seem to need supplemental care from outside the home?

The answers to these questions are many and complex. At the root of the present situation is the fact that this country has undergone an economic revolution during the 20th century. The United States is no longer an agricultural nation with a majority of families living in rural areas. Today agriculture is big business. A few large farms are able to produce ample food for our exploding population. Consequently a constant stream of families has left rural areas to seek work in cities, often creating desperately crowded housing conditions. Many preschool children in big cities have no place to play and explore and learn.

At the same time, the great strides taken by this country in technological development have radically changed the complexion of family living. At the turn of the century, the American home was largely a productive economic unit, with the wife and mother as the chief provider of family needs. However, today the family leans heavily on the services of outside specialists to provide the material necessities of life. Quick-to-prepare foods, ready-made clothing, and automatic laundry and cleaning equipment have radically changed the role of the wife and mother. Household tasks no longer require her full time and energy.

Other social changes have taken place that affect family life. Women now marry and complete their child-rearing at an earlier age. Our affluent society has generated social pressure for an ever higher standard of family living—and the economy offers an increasing number of occupational opportunities for women.

As a result, many mothers are entering or returning to the work force. In 1900 women made up 18 per cent of the labor force. Today—60 years later—35 per cent of the country's workers are women.[2]

A 1965 report by the Children's Bureau and the Women's Bureau[3] states that one out of every three mothers with children under 18 is in the labor force; and one out of every four mothers with children aged 5 or under is in the labor force. The Department of Labor[4] predicts that, during the decade of the 1970's, the number of working mothers of preschool-age children will increase by 43 per cent.

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[1] Witherspoon, Ralph L. "From the President." *Young Children*. 20:263, March 1965.

[2] U.S. Department of Labor. *Handbook on Women Workers*. Washington, D.C.: U.S. Government Printing Office, 1965.

[3] U.S. Department of Health, Education and Welfare, and U.S. Department of Labor. *Child Care Arrangements of the Nation's Working Mothers*. Washington, D.C.: U.S. Government Printing Office, 1965.

[4] Ibid.

The working mother is found not only in low income families. In an article on the changing family, Bernice Borgman,[5] professor of child development at Michigan State University, reports working wives in approximately 40 per cent of families with annual incomes of $7,000–$15,000. Since many of these working wives are mothers, it is evident that more facilities outside the home are urgently needed to care for the children of middle-income families.

Furthermore, significant changes have taken place in social planning for families on public assistance rolls. For many years the purpose of Aid to Dependent Children was to keep the mother at home to care for the children. Now, however, great emphasis is placed on job training and retraining to help the mother become more secure financially; and adequate arrangements must be made for the care of her children while she is away.

An increase in working mothers is not solely responsible for the recent National concern for supplemental experiences outside the home for preschool children. Data have slowly been accumulated since the 1920's pointing definitely toward the importance of child care and guidance in the early years.

During the preschool years children are ready to learn certain concepts which previously have not been introduced until later childhood. This applies especially to the culturally disadvantaged child who, at preschool age, is already behind the middle class child in terms of experiences which provide intellectual stimulation and promote emotional and social growth.

In brief, the number of working mothers in this country is increasing rapidly. Working mothers of young children need such community services as day care and nursery schools or home care for infants; mothers of school-aged children need after-school programs for their children. Also, there is increasing evidence that the early education of young children is highly important in their later development.

Well-trained personnel are essential to the success of programs for preschool children. At present, there is a serious shortage of persons who are qualified to assist in child care and guidance.

[5] Borgman, Bernice. "The Changing Family II." *Young Children*. 20:315–327, May 1965.

Occupational Opportunities and Responsibilities

The program described in this guide is to prepare students to serve as assistants in the care and guidance of young children in a variety of settings.

Day Care Centers, Nursery Schools, Kindergartens, and Child Development Centers

Day care centers, nursery schools, kindergartens, and child development centers offer many possibilities for employment now that the public is recognizing the importance of preschool training, particularly in economically deprived areas. Duties in these four settings would be essentially the same and would involve assisting the teacher or director. The assistant would help guide and supervise the children in such activities as outdoor play, dramatic play, art, music, storytelling, health activities, and field trips. Specific duties would depend on the policies and practices of the individual organization or agency.

Schools for Exceptional Children

Schools for exceptional children, including the physically handicapped, mentally retarded, and emotionally disturbed might also offer employment for persons to serve as teachers' assistants. Their responsibilities would be about the same as those of assistants working with normal children since exceptional children have the same basic needs. In most cases, however, exceptional children require more supervision and help with activities, depending on the nature of their handicaps. Hopefully the handicapped child would spend part of the day with a specialist trained to assist him in alleviating his problem. Thus, assistants to the teacher usually work with a child only part of the day.

Hospitals

Hospitals now offer opportunities for persons trained in child care and guidance. Today it is quite widely recognized that children in hospitals need more than medical care. With the exception of those with serious illnesses, hospitalized children are able to participate in certain play activities—activities which can help them be more content while away from home.

Play in a hospital may take place in several areas: at the child's bedside, in his private room, in the children's ward, or in the children's play-

room. There can also be quiet play on the floor. Whatever the setting, persons whose responsibilities are not connected with the medical care of the child are needed to direct the play. Such persons can help satisfy the child's emotional needs and intellectual curiosity, as well as contribute to his pleasure and contentment. A considerable number of hospitals have separate playrooms for children, usually supervised by a play director. Graduates of the program outlined by this guide would be qualified to work as assistants to the playroom director. Their duties might also include visiting the bedsides of confined children.

Private Homes

Private homes offer employment which varies greatly according to the individual setting. Work in a private home may involve the care of a single infant or of a number of children of various ages, including school-aged children who require only after-school care. Mothers in a relatively high income bracket, especially, seek qualified persons to care for their children at home. Graduates of the child care and guidance program might find this type of work rewarding.

Playground, Day Camps, and Recreation Centers

Playgrounds, day camps, and recreation centers offer another source of employment. Work in these areas, also, would vary greatly depending on the particular setting. In each situation, however, the employee would assist with organized and free play.

PLANNING AND IMPLEMENTING THE PROGRAM

Program Objectives

The program objectives suggested here apply to all types of employment for which the trainees are being prepared. Institutions will want to consider these objectives in planning and initiating their programs.

The list which follows is not exhaustive. Individual institutions may have specific objectives which they might wish to add or emphasize. The degree of emphasis placed on each objective will depend on whether the program is planned for one or two years.

The objectives will be discussed in greater detail in the section on curriculum planning which deals with goals for the students and methods used to attain the goals. Some of the objectives can be reached through course work, some through working closely with the instructor, and others through experiences supplemental to course work. Actual experience in observation of, and participation with children is basic to all studies of child development.

This guide emphasizes the following significant objectives:

I. To orient the student to employment opportunities in care and guidance of children and help him develop understanding of the opportunities, limitations, and responsibilities of employment.

II. To help the student develop an understanding and acceptance of, and a respect for, his personal strengths and limitations.

III. To provide a background of general education for two-year students.

IV. To teach the student about the growth and development of young children.

V. To increase the student's understanding of his role in the care and guidance of young children.

VI. To help the student understand a planned program of learning experiences that offers young children appropriate cognitive stimulation, as well as opportunity for physical, emotional, and social development. This includes:

- developing an understanding of the importance of children's literature, music, creative activities, and a variety of learning materials
- learning to utilize these learning materials effectively to promote the growth and development of young children
- recognizing the value of play and the importance of adequate play materials

VII. To help develop the student's ability to observe accurately and analytically.

VIII. To help the student to understand how a child's family and community affect his behavior and need for care.

IX. To provide supervised situations in which the student is directly involved in activities with children.

X. To provide opportunities for the student to establish cooperative relationships with the parents and other adults, including community leaders and employers.

XI. To provide opportunities for a student to understand the roles of all other staff members and community agencies.

Advisory Committee

It is important to establish an advisory committee at the outset of planning for a child care and guidance program. The committee would assist and advise the school officials who organize the program.

Composition of Committee

The administrator of the training program would, in most cases, assume responsibility for appointing the committee. As recommended by the U.S. Office of Education publication, *Organization*

*and Effective Use of Advisory Committees**, a committee of five to seven is a workable size. In addition, a group of consultants could be chosen to assist the committee whenever necessary with specific areas or problems, such as student placement and utilization of community resources.

Each group concerned with the training and/or employment of the students might be represented on the committee or on a consultant basis: day care agencies, public or private nursery schools and kindergartens, hospitals, children's institutions, family service organizations, four-year child development departments of colleges and universities, schools for exceptional children, and departments of education, health, and welfare. Also, it would be desirable to include an experienced nursery school teacher or day care center director and interested lay persons who are familiar with local employment and placement opportunities. Such persons might help the committee make optimum use of community resources. A representative cross section of the child care and guidance agencies in the community should be included.

Functions

The advisory committee might make recommendations and assist in implementing: surveys to determine the present and future need for trained child care and guidance workers in the immediate area; identification of skills and knowledge needed on the job; plans for physical facilities, including a laboratory nursery school; program standards; criteria for selection of students; recruitment of qualified staff; evaluation of program effectiveness; placement of graduates; avenues for obtaining financial support for the program; development of a public information program to interpret child care and guidance training to the community.

Administrative Considerations

In establishing a child care and guidance program, administrators will need to consider a number of important questions. Some of them are listed below with specific pages in this guide where further discussion may be found.

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- What facilities and equipment are needed? 5, 47
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  - What teaching staff qualifications should be required? 6
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Facilities and Equipment *

The facilities, whether new or remodeled, should be planned to meet the needs of the director, instructor, and other staff members, as well as the students. They also must comply with state and local regulations regarding building safety, sanitation, and fire prevention.

With the exception of the laboratory nursery school and outside agency participation areas, classrooms are the basic centers for the program. Therefore, they must serve many purposes and require careful planning.

Listed below are desirable facilities and equipment.

Classrooms

At least two classrooms are desirable so that two separate classes can meet at the same time. Each classroom should be large enough to accommodate 25 to 30 students. Each room should have movable chairs and tables to provide flexibility for lectures, discussions, demonstrations, and showing films. Adequate lighting and ventilation should be provided. Windows would need shades so the rooms

* U.S. Department of Health, Education, and Welfare, Office of Education. *Organization and Effective Use of Advisory Committees.* Washington, D.C.: U.S. Government Printing Office, 1960.

* (excluding laboratory nursery school)

could be darkened when films are shown. Each room should have a large chalkboard and bulletin board and outlets for educational television.

Other essential equipment includes: film projector and screen; storage space for teaching materials, including printed materials and films; tape recorder; piano; demonstration table; rugs, mats, and playpen suitable for visiting infants.

Workshop

Facilities might include a separate room to serve as a workshop where students could learn to use simple woodworking tools. The room also could serve as a laboratory for experimenting with art materials and other creative activities for young children.

In addition to adequate lighting and ventilation, the workshop should contain: woodworking benches; saws and other woodworking tools; wood for experimentation; storage space for wood, tools, art supplies and other materials; chairs and small movable tables for art work; sink; and art materials, such as paint, brushes, pipe cleaners, fingerpaint paper, colored paper, newsprint, crayons, chalk, clay, play dough, "waste materials" for constructing inexpensive toys, felt-tip pens, scissors, collage materials, paste, glue, and a variety of materials such as batteries, bulbs, magnets and prisms to teach simple science concepts.

Reading Room

The reading room should be equipped with comfortable chairs and tables where students may work independently and it should be large enough to accommodate at least 25 students at a time. Adequate lighting and proper ventilation are especially important.

The room might also serve as the library, housing books on child care and guidance, relevant periodicals and pamphlets, and representative children's books. If library facilities are not available, these books could be housed in the library of the sponsoring institution.

Student Lockers

It is highly desirable for each student to be assigned a full length locker for storing his coat, books, and other materials. The lockers might be located in a wide corridor, preferably near the entrance to the laboratory nursery school.

Offices for Director and Teaching Staff

Separate offices for the director and each member of the teaching staff would be most desirable. This is especially important since frequent staff–student conferences are vital to the successful training of students and to the maintenance of a close student–staff relationship. Each office should be equipped with a desk, a desk chair, file cabinets, a telephone, book shelves, one or two extra chairs, adequate lighting, and proper ventilation. Offices should be located where they will be easily accessible to parents and students.

Conference Room

A separate room should be provided for conferences with parents, community agency representatives, or other community personnel. Such a room should have a relaxed and informal atmosphere containing comfortable chairs and sofas. The room could also be used for student–staff conferences.

Secretarial Space

The amount of secretarial space needed will be determined by the size of the program and staff. Ample space should be reserved for office supplies, duplicating machines, incoming and outgoing mail, the secretary's desk, file cabinets, and a telephone system. Adequate lighting and ventilation are essential.

The Staff

Standards set for the director and teaching staff by the State and the sponsoring institution should include certain important qualifications.

Director

The director of the program should have a master's degree with a major in child development or early childhood education, and should have had work experience with young children in groups.

In addition to supervising the total program, the director might teach courses in child growth and development, supervise the student participation course, direct the laboratory nursery school (if one is in operation), and work with parents of children enrolled in the school.

Teaching Staff

The qualifications of the teaching staff would depend upon the courses for which they are responsible. For example, instructors of methods courses

(literature, music, creative activities), head teachers of the laboratory nursery school, and supervisors of student-trainees participating in outside agencies should have a bachelor's degree with a major in child development or early childhood education. The Association for Childhood Education International [6] suggests that these teachers should have studied:

- human growth, development and learning, mental and physical health
- school, parent, home, and community relationships and interaction
- curriculum principles—content, methods, materials, and resources
- contemporary problems of education, and history and philosophy
- administration and organization of schools.

Also, they would need to have a broadened understanding of the world in which children live, which they would gain through, for example, supervised experience with young children, including observation, participation, and student teaching.

Teachers of such courses as Social Problems and Community Relationships should have a bachelor's degree in elementary education or liberal arts with a general background in sociology and experience in community service.

Staff Size

The number of staff members needed for the program will depend largely upon the size of the student enrollment. Other influencing factors would be: the availability of colleagues from other disciplines within the institution to teach general education courses and, possibly, some child care and guidance courses; the types of facilities available for students to participate with children; the availability and cooperation of qualified community persons who could assist with various courses; the range of ability of the child care and guidance teaching staff.

Recruitment

When recruiting staff members, graduate schools and colleges offering the baccalaureate degree in child development or early childhood education might be contacted for suggestions and recommendations. Professional organizations and their meetings are other sources for recruiting assistance. Professional persons in the community might also be contacted.

Qualified community personnel or instructors from other disciplines within the institution may be used to teach the child care and guidance courses.

Interdisciplinary Approach

It would be highly desirable to make the program interdisciplinary; for example, in some junior or community colleges, several courses concerning child care and guidance may be taught by instructors from such disciplines as home economics, sociology, psychology, education, music, and health. They might conduct the courses or give lectures to classes taught by the child care and guidance staff.

Qualified community leaders such as public health nurses, dietitians, social workers, physicians, home economists, juvenile court workers, and speech therapists can be of great assistance in supporting the program. These specialists could also teach courses, be guest lecturers, or serve as consultants.

Service Personnel

In addition to the regular teaching staff, a part-time nurse, cook, and janitor would be needed to help carry out the program if a laboratory nursery school is planned. These persons can play an important role in the program and should be carefully selected.

Nurse. A nurse should be on call to take care of minor injuries or emergency situations which might occur while the school is in session. This nurse might be employed at the institution's infirmary or health center, or another nearby facility.

Cook. A cook might be employed to prepare lunch for the children if the laboratory nursery school program includes lunch. If only a snack is provided, a cook may not be needed. The snack could be prepared by the student trainees.

Janitor. The services of a janitor are important, particularly for the nursery school laboratory. Young children need opportunities to explore with a variety of materials but they seldom maintain adult standards of cleanliness. A person who sincerely likes children would be desirable for this position. He also might repair play equipment.

[6] "Nursery School Portfolio," revised edition. Association for Childhood Education International. Washington, D.C., 1953.

The Students

Admission Qualifications

The program is planned for high school graduates; however, non-graduates may be admitted if they have the equivalent of high school training or if they pass a general education development examination.

The program would be open to both men and women. Although it is designed for recent high school graduates or young adults, it can be adapted to older persons, particularly women who have raised their families and wish to join or rejoin the labor force. Men also should be encouraged to enroll in the program; they can make a fine contribution to the care and guidance of young children.

It would be desirable for an instructor or the director of the program to serve on the admissions committee since he would know which person would be most likely to succeed in the program.

Acceptance of the applicant would, of course, be decided upon by the institution which offers the program. In many instances, the applicant would be required to meet the qualifications for regular students of the institution. Applicants might be required to take entrance examinations, particularly in general English, since proficiency in English is essential for completion of the course.

To help the program's director screen applicants it might be useful to prepare application blanks which ask for such information as former types of employment, personal interests, marital status, number and age of children, health status, and employment aspirations.

Personal interviews are desirable in screening applicants since employment in this area involves interpersonal relationships and requires a good verbal ability. An interview also provides the opportunity to gain valuable insight into the personal characteristics of the applicant. Such characteristics are listed below.

Letters of recommendation also have proven useful. Although they might misrepresent an applicant's true character, they could reveal some of his special attributes not covered by other screening methods.

High school records of the applicant could indicate the degree of academic achievement to be expected and might contain valuable personal information.

Special care should be taken to select older adults who have emotional stability.

Desirable Personal Characteristics

The following are some of the desirable personal characteristics for individuals who wish to work with young children and enter the child care and guidance training program: liking for, and interest in, working with young children; flexible personality; concern for the welfare of others, regardless of background; enthusiasm; good health; verbal facility; warmth; sense of humor; sense of responsibility; imagination; good appearance; initiative; reliability; and patience.

Recruitment

Students can best be recruited through an effective public information program. It is important to reach high school audiences since the training program is designed primarily for recent high school graduates. Members of the advisory committee could assist with the publicity program.

Publicizing the Program

There are several ways to publicize the program:

- High school counsellors need to be informed about the program, qualifications for students, and employment opportunities.
- Meetings should be held at the local high schools to help interpret the program to perspective students, counsellors, and parents. Films on child care and guidance might be shown.
- Members of the advisory committee could inform their colleagues about the program.
- The program could be advertised in newspaper, on radio and television, and at libraries.
- Leaflets or circulars describing the program could be sent to various public agencies and organizations for distribution.

The Curriculum

Class Size

Small classes—no more than 25 to 30 students—are advisable, since a close working relationship between students and staff is vital to an effective program. If enrollment exceeds 30 the group should be divided into sections.

The entire class might take the general education courses at one time and then divide into sec-

tions for the child care and guidance courses which could be rotated by term or semester. Thus, facilities would be used more effectively and neither too few nor too many students would be enrolled in the participation course at any time.

Suggested Courses

The number of course credits required for graduation and the number and type of general education courses offered would vary with the institution involved. However, a total of 64 semester credit hours is suggested, subdivided into four semesters or six terms in accordance with the organization of the institution initiating the program.

Following is a list of the courses and semester credit hours which might be required of the two-year student. (Titles of courses and credit requirements will differ in various institutions. Institutions offering an associate degree might require a greater number of general education courses. In that case, the time devoted to child care and guidance course work would decrease. This would entail revision of course content and credit.) Outlines for content of the suggested courses are given in Appendix A.

Course title	*Credit hours*
General Education Courses:	
English Composition	3
Speech	2
Natural Science	3
General Psychology	3
General Sociology	3
History	3
Physical Education	1
Total	18

Child Care and Guidance Courses:	
Child Growth and Development	4
Advanced Child Growth and Development	4
Child Nutrition and Health Care	2
Community Relationships	2
Music for Young Children	3
Introductory Creative Activities	2
Creative Activities	2
Literature for Young Children	3
Observing and Recording Child Behavior	3
Supervised Student Participation	6
Social Problems	3
Family Relationships	3
Total	37

Electives

At least 9 credit hours to be chosen from such areas as natural science, social science, education, history, foreign language, and English literature.

Adjustments for One-year Program

A one-year program might be offered, particularly for older adults, that would concentrate on child care and guidance courses only. The following is a list of suggested courses for the semester system in a one-year program.

Course title	*Credit hours*
Child Growth and Development	4
Advanced Child Growth and Development	4
Child Nutrition and Health Care	2
Community Relationships	2
Creative Activities	3
Music and Literature for Young Children	3
Observing and Recording Child Behavior	3
Supervised Student Participation	6
Social Problems	3
Total	30

Non-credit Orientation

In addition, it would be highly desirable to provide general orientation to participation with children on a non-credit basis (in both a one-year and two-year program) to help the student decide early in the program whether he really qualifies for and enjoys work with young children.

This non-credit orientation course would require actual work with children. It could consist of volunteer work in a community agency or hospital playroom during free periods, or a two-week period between semesters at an agency or institution in a more distant community; or regular baby-sitting with a group of children under the supervision of the program's director.

Supervised Student Participation

Student Participation under qualified supervision could be done in one term or distributed over two

terms, depending on the facilities, available staff, and policies of the sponsoring institution. Several advantages and disadvantages of concentrating student participation into one term are listed below:

Advantages of One Term.

- The student obtains a better view of the typical program and each child's development when participation is regular and concentrated (4 to 5 days a week in contrast to 2 days a week if spread over 2 terms).
- If the student is present regularly, he can establish a better relationship with the children.
- The head teacher or director could do a better job of supervising and assisting the student if he attended regularly instead of only a few hours each week.

Disadvantages of One Term.

- If outside agencies are involved, it might be difficult to place all students at the same time for full-time participation.
- When the program's laboratory nursery school is the only facility available, too many or too few students might need to participate in one term.
- A short period of concentrated participation may not provide as much opportunity for personal growth and absorption as a longer, less concentrated period.
- Concentrated participation might present problems in scheduling general education elective courses.
- Short periods usually do not offer sufficient time to observe growth and developmental trends of children.

Suggested Course Sequences

Below is a suggested schedule of courses for the semester system. In any sequence the student should take the Child Growth and Development and other background courses before he takes Supervised Student Participation. The content and sequence of the general education courses will vary with the institution involved. In some situations the range of course offerings may be limited. In such cases a greater number of credits should be devoted to child care and guidance courses.

SUGGESTED COURSE SEQUENCE FOR SEMESTER SYSTEM

1st Semester

Course title	*Credit hours*
English Composition	3
Natural Science	3
Physical Education	1
Child Growth and Development	4
Introductory Creative Activities	2
Literature for Young Children	3
General Orientation to Participation with Children	non-credit
	16

2nd Semester

Course title	*Credit hours*
Speech	2
Advanced Child Growth and Development	4
Observing and Recording Child Behavior	3
Music for Young Children	3
General Sociology	3
Creative Activities	2
	17

3rd Semester

Course title	*Credit hours*
General Psychology	3
History elective	3
Supervised Student Participation	3
Community Relationships	2
Elective (General Education)	5–6
	16–17

4th Semester

Course title	*Credit hours*
Supervised Student Participation	3
Social Problems	3
Family Relationships	3
Child Nutrition and Health Care	2
Elective (General Education)	4–5
	15–16

Brief Description of Child Care and Guidance Courses

1st Semester

CHILD GROWTH AND DEVELOPMENT

Introductory study of the physical, social, emotional, and mental development of the young (pre-

school) child. The influence of cultural environment on development is considered. Individual differences in development are also considered.

INTRODUCTORY CREATIVE ACTIVITIES

An introduction to a wide variety of art media suitable for use with young children. Course is designed to help the student understand the importance of art media in enriching opportunities for children. Lectures and demonstrations are combined with workshops where practical experience may be obtained.

LITERATURE FOR YOUNG CHILDREN

Course designed to acquaint the student with various forms of children's literature, to know literature available specifically for the young child, and to be able to select quality literature appropriate for different age groups. Authors and illustrators of children's books are also discussed.

2nd Semester

ADVANCED CHILD GROWTH AND DEVELOPMENT

Course designed to further the student's understanding of the physical, social, emotional, and mental development of the school age child up to preadolescence. Child guidance and behavior problems are considered. Feelings, attitudes, and values are discussed.

OBSERVING AND RECORDING CHILD BEHAVIOR

Course designed to increase objectivity and proficiency in observing and interpreting children's behavior; in addition, to increase awareness of normative patterns of behavior. Lecture and observation facilities are provided for study of young children, including infants.

MUSIC FOR YOUNG CHILDREN

An introductory study of the fundamentals of music; the musical interests of the young child; surveys of types of music with emphasis on building a collection. Emphasis placed on methods for encouraging musical participation by the children rather than on perfecting the instrument playing skill of the student.

CREATIVE ACTIVITIES

An introduction to a variety of science media for use with young children; basic instruction in the use of tools for creating and maintaining play equipment and for work with young children. Emphasis is placed on ways to use creative activities to stimulate learning experiences for children.

3rd Semester

SUPERVISED STUDENT PARTICIPATION

Course designed for participation under qualified supervision in the training program child development center (if available) and/or in a community nursery, children's institution, or day care center. Participation is closely supervised by a qualified instructor.

COMMUNITY RELATIONSHIPS

Course designed to help student gain an understanding of the importance of good working relationships with adults, including parents, community leaders and members and employers; in addition to establishing connections for effective use of community resources.

4th Semester

SUPERVISED STUDENT PARTICIPATION

(See 3rd Semester)

SOCIAL PROBLEMS

Course devoted to social problems, their causes, and ways of alleviating, preventing or handling them. Policies, organization, and problems relating to a wide variety of child care agencies are discussed.

FAMILY RELATIONSHIPS

Course designed to give the student a basic understanding of the dynamics of family interaction and their effects upon the child.

CHILD HEALTH AND HEALTH CARE

Basic information is given on human nutrition, the nutritional value of food, and the relationship of food and food habits to nutrition of the young child.

Achieving Student Goals and Program Objectives

The objectives of the program, goals for the student, and suggestions for achieving them are listed below. These factors should be carefully considered in setting up and teaching each course.

PROGRAM OBJECTIVE I: To orient the student to employment opportunities in the care and

guidance of children and help him develop an understanding of the opportunities, limitations, and responsibilities of employment.

Goal for Student

- to understand fully not only the opportunities but also the grave responsibilities involved in working with preschool children

Suggestions for Achieving Goal

- Representatives from child care agencies and organizations might be guest speakers for the course, Social Problems.
- Students could take field trips to child care agencies and nursery schools in the vicinity.
- Course lectures would outline responsibilities in different types of employment.
- Activities in various kinds of child care facilities, including hospitals, might be shown in films.

PROGRAM OBJECTIVE II: To help the student develop an understanding and acceptance of, and a respect for, his personal strengths and limitations

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Goals for Student

- to discover whether he is suited for child care work
- to be aware that self-acceptance is essential in successfully helping others

Suggestions for Achieving Goals

- Frequent conferences will be held between the instructor and student.
- Both the student and instructor will evaluate the student's participation experiences with children.
- The course in Child Growth and Development can help the student evaluate his own childhood experiences and their implications.
- The required non-credit course of General Orientation to Participation with Children might help the student gain greater self-understanding.

PROGRAM OBJECTIVE III: To provide a background of general education for two-year students.

Goal for Student

- to acquire a broad background for studying children and working with them

Suggestion for Achieving Goal

- Students will take general education courses taught by instructors other than those from the child care and guidance staff.

PROGRAM OBJECTIVE IV: To teach the student about the growth and development of young children.

Goals for Student

- to understand the effect of growth and development on the behavior of young children
- to realize that individual differences exist in growth and development rates.

Suggestions for Achieving Goals

- Lectures in the Child Growth and Development course will supply necessary information.
- Films on growth patterns and individual differences will be included in the course work.
- In the course, Observing and Recording Child Behavior, the student will observe children at various ages and stages.

PROGRAM OBJECTIVE V: To increase the student's understanding of his role in the care and guidance of young children.

Goals for Student

- to appreciate the importance of good care and guidance of children in the absence of the mother
- to realize the importance of providing good environmental stimulation in the early years
- to understand the various ways in which young children are cared for outside the home.

Suggestions for Achieving Goals

- Students could observe children in group care centers and children cared for individually in private homes as a requirement for the course, Observing and Recording Child Behavior.
- Students would participate in nursery schools, day care centers, and child development centers.
- Lectures in the courses, Child Growth and Development and Child Nutrition and Health Care, would contain material in this area.
- The curriculum courses, Literature for Young Children, Music for Young Children, and Creative Activities would contribute to the student's ability to work with children.

PROGRAM OBJECTIVE VI: To help the student understand a planned program of learning experiences that offers young children appropriate cognitive stimulation, as well as opportunities for physical, emotional, and social development. This includes:

- developing an understanding of the importance of children's literature, music, creative activities, and a variety of learning materials
- learning to effectively utilize these materials to promote the growth and development of young children
- recognizing the value of play and the importance of adequate play materials.

Goals for Student

- to realize that the early years are crucial to educational. physical, emotional, and social development and that a planned program of learning experiences will help promote such development
- to appreciate the importance of good literature, music, and creative materials in helping to promote the growth and development of young children.

Suggestions for Achieving Goals

- Ways of working with young children are stressed in the courses, Literature for Young Children, Music for Young Children, and Creative Activities.
- The student should observe good programs in nursery schools, day care centers, and other facilities.
- Daily program planning should be a requirement for students in the course, Supervised Student Participation.

PROGRAM OBJECTIVE VII: To help develop the student's ability to observe accurately and analytically.

Goal for Student

- to develop a keener awareness of the behavior of young children and the causes of their behavior.

Suggestion for Achieving Goal

- The course, Observing and Recording Child Behavior should include practice in the necessary skills under supervision. Specific assignments should be given and follow-up discussions held.

PROGRAM OBJECTIVE VIII: To help the student understand how a child's family and community affect his behavior and need for care.

Goals for Student

- to understand that a child's home life largely dictates his behavior and way of relating to people
- to realize that the facilities, environment, and type of people in the child's immediate community also influence his behavior.

Suggestion for Achieving Goals

- Pertinent lectures and discussions should be included in the courses, Social Problems, and Child Growth and Development.

PROGRAM OBJECTIVE IX: To provide supervised situations in which the student is directly involved in activities with children.

Goal for Student

- to gain sufficient practical experience to have confidence and skill when employed in work with children.

Suggestion for Achieving Goal

- Supervised experiences would be part of the program, hopefully in the program's laboratory nursery school and in a community day care center or nursery school.

PROGRAM OBJECTIVE X: To provide opportunities for the student to establish cooperative relationships with parents and other adults, including community leaders and employers.

Goals for Student

- to understand the importance of effective communication with parents, and other adults, including community leaders in order to be able to work with them profitably.
- to be aware that effective employee-employer relationships are essential to success and contentment on a job.

Suggestions for Achieving Goals

- As part of the Supervised Student Participation course, introductory lectures might be given on effective ways to establish rapport with the persons mentioned. Opportunities should be arranged for the student to contact them.
- The basic content of the Family Relationships course should be helpful.

PROGRAM OBJECTIVE XI: To provide opportunities for a student to understand the roles of all other staff members and community agencies.

Goals for Student

- to know his own role in the work situation in relation to all others involved, and to know where to go for assistance with problems
- to be aware that many community agencies can give valuable assistance in the effective running of a laboratory nursery school program.

Suggestions for Achieving Goals

- The course, Social Problems, would stress the administration of child care agencies and the relationship of each staff member to the total program.
- The Community Relationships course should include a discussion of agencies which usually are available in every community.

Instructional Audio-Visual Aids

A vast amount of audio-visual material is available to staff members of a child care and guidance program. Stores in the community are a good source for demonstration materials. Charts, pictures, leaflets and samples of products are available from commercial firms. Records, tape recordings, films, and filmstrips can be borrowed. If the sponsoring institution has closed circuit television, this might be used.

All visual aids should be carefully chosen to supplement the work of the instructor and are never to be used as a substitute for teaching. Visual aids should contribute to the achievement of the program objectives. The items used as visual aids should be large enough for easy viewing by the entire class.

Williamson and Lyle,[7] in their book *Homemaking Education in the High School,* refer to four kinds of audio-visual aids: illustrative materials, bulletin boards, projected aids, and sound recordings. These aids are equally appropriate for a post-high school program. Suggestions for using them follow:

Illustrative Materials. These materials might include such objects as charts, posters, pictures; samples, and flannel boards.

Illustrative materials may be used for these purposes:

- to exhibit toys for children—good and poor examples
- to exhibit various articles, such as woodworking articles, which students can make in the Creative Activities class

[7] Williamson, Maude and Lyle, Mary Stewart. *Homemaking Education in the High School.* New York: Appleton-Century-Crofts, Inc., 4th ed., 1961.

- to exhibit simple science experiments, step by step, appropriate for use in a child development laboratory
- to show different arrangements of furniture and other equipment and supplies. When the instructor wishes to teach principles of effective arrangement, a flannel board is helpful.
- to help develop (through charts) the concept of the family life cycle, and to study stages of growth from conception to birth and growth rates of preschoolers.
- to demonstrate (in displays) inexpensive materials which can easily be converted to children's toys
- to demonstrate, by use of a flannel board, the dynamics of family interaction and the interrelationship of each family member
- to teach students proper first aid techniques.

Bulletin Boards. Bulletin boards may be used to post work schedules for laboratory courses; advertise job opportunities; encourage self-evaluation of progress; call students' attention to valuable journal articles, pamphlets, and current news items; and supplement class lectures.

Projected Aids. These aids include films, filmstrips, and slides. Each State has a depository of films at its land-grant college. Also, many state departments of education and mental health provide film sources. In addition, universities and colleges have film libraries where films may be borrowed, usually for a small rental fee. Commercial film sources are listed on page 29. The instructor should always preview the film, filmstrip, or slides before presenting them to the class. Discussion should always follow the visual presentation.

Sound Recordings. A tape recorder can be very useful in the classroom for this program. It could record:

- children's conversations during play to be used in class discussions of children's speech.
- panel discussions in the Family Relationships course. Any class discussion could be taped for use in other classes.
- lectures by guest speakers who are available on only one occasion
- portions of the children's literature course to study various ways of reading and telling stories to children.

Closed Circuit Television. Closed circuit television can effectively supplement the usual classroom work when suitable preparations are made for viewing and discussing the programs. Small discussion groups and question-answer periods can be effective.

It might be possible to offer a course which would include two television lectures a week and a third period when the class was divided into several small groups for discussion.

Television lectures could also be taped for viewing by future classes. Closed circuit television could be used for lectures, observation of infants, observation of children in a nursery school or day care center, talks by guest speakers, and cross-college lectures.

Planning Student Participation Experiences

Arrangements for student participation with young children are among the primary considerations in planning the program.

All participation for course credit *must* be supervised by a qualified member of the program staff. Supervision is essential for the student to learn acceptable ways of working with young children. The supervisor also can help the student apply the knowledge and understanding acquired in the background courses which he has already taken.

Conducting a laboratory nursery school* as part of the program provides opportunities for participation experiences. Details concerning the planning and initiating of a laboratory nursery school are discussed on page 17.

Schools now operating training programs have provided for student participation in various ways.

- Some operate their own laboratory nursery schools and also arrange for participation activities in a public school kindergarten, or a first, second, or third grade classroom. During the student's public school experience, a supervisor employed by the institution visits the classroom frequently.

  In addition, the student has an orientation-participation experience of two or more weeks in some child care agency or institution.

  Schools in large cities which do not have their own laboratory nursery school can use a variety of public and private child care agencies as facilities for student participation. Usually these students get experience in at least two

* This term and other terms which refer to similar facilities are defined in the Glossary on page 48.

different types of centers or agencies, where their school supervisor visits them frequently.
- Institutions in areas with few or no outside child care and guidance agencies maintain their own laboratory nursery schools. *However,* these institutions usually also require a 6 to 8 week summer practicum involving full-time organized work with young children.
- Some institutions operate their own laboratory nursery schools and also provide for participation in outside child care agencies.

If possible, the student should have work in both a laboratory nursery school operated by the staff and a local community nursery, day care center, or children's institution. Thus he would be exposed to varied types of experience. Students who desire employment in schools for exceptional children would need participation experience in a school or agency devoted to the care of such children.

When outside agencies only are available, a supervisor hired by the training program should visit the agencies frequently during student participation periods and be available whenever the student needs advice or assistance. He would help the student to identify good practices in the care and protection of children and, at the same time, work closely with the agency director. Participation experience with at least two different types of outside agencies is desirable when the training program does not include a laboratory nursery school. Insurance coverage for students during participation in the outside agencies should be investigated.

Laboratory Nursery School

If only one type of experience can be offered, a laboratory nursery school as part of the program has its advantages and disadvantages.

Advantages:

- The quality of the student's experience can be controlled. Students observe good supervision in teaching which both protects the child and provides appropriate learning experiences.
- The nursery school serves as an observation center for students enrolled in the course, Observing and Recording Child Behavior, and for persons from the community who do not know about such laboratories.
- A nursery school serves as a parent education center and provides an opportunity for students to talk with the parents informally.
- A nursery school can serve as a community resource which could help in establishing good public relations in the community.

Disadvantages:

- Students learn in a protected environment which lacks variety of experiences in caring for children.
- It is often difficult to recruit a cross section of children from different socioeconomic groups, particularly when tuition and fees must be charged.

Desirable Experiences Outside the Classroom

In addition to supervised experiences which carry course credit, students should be urged to volunteer for work which will increase their understanding of young children and the ability to work with them. Every program needs to make available some of the experiences listed below:

- care of children, including infants, in private homes
- work in group situations such as community day care centers, children's institutions, nursery schools, child development centers, or schools for exceptional children
- assisting in the children's ward of a hospital
- participation in the work of a Sunday school, church nursery, or vacation Bible school
- assisting with a community playground program
- summer work at a children's camp or at a resort hotel that provides recreational programs for children
- study trips to child-serving agencies
- attending meetings of professional organizations and community action groups
- participation in the story hour at a public library.

To provide these activities, the program director should establish good working relationships with community agencies and leaders.

If the student participation programs are well publicized, they can stimulate community interest and inform the public that students can make a contribution to the community effort to provide child care and guidance. Community residents who understand the purposes of the training program are more likely to cooperate. It helps to involve residents of the community in planning committees.

Establishing a Laboratory Nursery School

Several factors must be considered when establishing a laboratory nursery school for the program. A method for selecting the children must be established. State standards and licensing regulations must be met. Adequate physical facilities and equipment must be provided. A discussion of these considerations follows.

Selection of Children

In selecting children for the laboratory nursery school, the parents should be informed of the purposes of operating the school. These include both community service to young children and provision of participation experience for students in the child care and guidance program.

While the nursery school may be considered a laboratory where students learn various ways of working with young children, the needs of the children must also be met. It is important to provide good learning experiences for all children who enroll.

The children should be selected carefully so that students may have the experience of working with children from various kinds of homes and socioeconomic groups. If a tuition fee is necessary, tuition scholarships might be initiated for children who would otherwise be unable to attend.

Exceptional Children. Also, one or more exceptional children might be enrolled. However, the nature and severity of the child's handicap must be weighed in terms of the physical facilities of the program, the child's special needs, the experience of the staff, and the possible effects on other children in the group.

In their recent book, Hammond, Dales, Skipper, and Witherspoon [8] devote a chapter to "Working with Exceptional Children." Included are some "Guidelines for teachers working with exceptional children in regular schools" which may be helpful: *

- Determine if the school program and the teacher are suitable for the child.
- Study the child; keep records of the child for guidance in teaching and for use by others who work with the child.
- Work in close cooperation with the parents in planning programs and activities for the child.
- Refer for further testing and evaluation all children whose behavior indicates that they are exceptional.
- Secure guidance and assistance from trained personnel, in terms of specific needs of the child.
- Recognize personal limitations and attempt only those specialized techniques that are justified through personal training and experience.
- Transfer out of the school those children whose deviation creates too great a demand or who cannot benefit from the program. Counsel with parents as to procedures for planning further placement or services for the child.

State Regulations

State regulations differ radically concerning licensing and standards for those who care for children in groups. Some states have regulations which apply only to family day care homes; others have standards for everyone who cares for more than four children at a time.

State regulations may specify such factors as indoor and outdoor space required, minimum equipment and materials necessary, insurance required, layout of facilities, qualifications of staff, and program of instruction.

Also, the State agency in charge of child care licensing and standards will differ from State to State. These agencies include the Department of Public Welfare, the Health Department, the Health and Welfare Department and the Department of Education. It is essential that the proper agency be contacted and that the necessary regulations and standards be met.

Insurance coverage should be considered not only to comply with state regulations but also to protect the program legally in case of accidents to children and staff on school premises or when engaged in activities connected with the school. The institution conducting the program may have workmen's compensation and/or liability insurance which provides such protection; however, the local insurance agent should be consulted for details concerning coverage and cost of the policy. To prevent misunderstandings, the parents of children enrolled in the laboratory should be informed about the terms of the insurance coverage.

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[8] Hammond, Sarah Lou, Dales, R. J., Skipper, D. S., and Witherspoon, R. *Good Schools for Young Children.* New York: The Macmillan Company, 1963, pp. 352–353.

* Printed with the permission of The Macmillan Company.

Local Regulations

Local regulations concerning water and sanitation, fire protection, building codes, and zoning ordinances also must be respected. The authorities responsible for these areas should be contacted when the program is initiated.

Facilities

In planning the facilities for a laboratory nursery school consideration should be given to the needs of the director and head teacher, the children, parents, participants, observers, and kitchen and janitorial help.

If plans call for locating the school in an existing building, State standards should be investigated to make certain that the building can be renovated to meet specifications. Usually, standards are set for heating, lighting, ventilation, and plumbing. If standards cannot be met, other facilities must be sought.

Indoor and outdoor factors to be checked include the following:

Indoor Factors. At least 35 square feet of inside play space should be allowed per child, exclusive of space occupied by cupboards, toy shelves, large equipment, stacked furniture and equipment, bathrooms, halls, offices, kitchen, and lockers. A minimum of 50 square feet is being recommended by many authorities.

At least one toilet and one lavatory should be provided for each 10 to 12 children. These facilities should be near inside and outside play areas. Toilets should be housed in a separate room.

Other items of importance include:

- adequate ventilation without drafts, by means of air-conditioning or windows that can be opened
- proper protection of radiators, registers, steam and hot water pipes and electrical outlets
- adequate acoustical treatment; soundproofing is very important, particularly from the standpoint of other personnel in the same building
- a separate room for a kitchen
- space for installing lockers for the children
- space for building storage cabinets for a program of varied activities
- an observation booth or room with one-way mirrors or wire mesh screen so student-trainees and parents can observe without being seen
- a floor that is easy to clean, suited to hard use, and warm and free from drafts
- walls that are washable
- arrangement of play areas that is easy for adults to supervise
- a separate entrance for delivery of supplies and disposal of trash.

Outdoor Factors. A minimum of 75 square feet per child should be allowed for outdoor play.

- The area should be safe but "adventurous" for children. It should be fenced in securely, away from busy streets, and provided with shade.
- There should be space for adequate storage of outdoor play equipment near the play area.
- A covered area should be provided for inclement weather.
- The area should have a variety of surface coverings for interest in different types of play.

Suggestions for Adapting Existing Facilities

Structural. If there are too few windows or the windows are too high for children to look out of—or do not permit good ventilation—more windows or lower ones usually can be installed with a minimum of expense.

If the existing building has several small rooms, non-bearing walls can be removed to create one large room. It should be kept in mind that a rectangular room is not necessary for an effective program. By removing a few partitions, small rooms can become different types of play areas: block area, doll corner, art and creative activity area. For example, an alcove can make a pleasant doll corner.

Another way to divide a room for areas of play is to install counters which contain two-way storage shelves. Low shelves encourage children to put materials away after use.

If a room is extremely large, it can be divided by constructing an observation room near the center, permitting observers to view activities from two sides. The observation room must have a separate entrance for student-trainees and parent use with a one-way mirror or mesh screen. Soundproofing and ventilation are important.

If the school is more than a few feet above the ground, window guards are needed to prevent accidents.

If lighting is not adequate, proper lighting should be installed.

Furnishings. The use of pastel paint will make a dark room seem much lighter. Colorful curtains can make a room appear lighter and more "homey," especially if the room has a large number of unattractive windows.

When lockers are not available, shoeboxes arranged in a row, can serve as storage places for the children's small personal belongings; hooks can be placed on the wall above them for coats. Chairs for the children should be stackable to save space when not in use. Tables with a protective covering for multi-purpose use should be provided. Some of the storage shelves which also serve as room dividers should be on dollies or casters to permit flexibility in room arrangement as well as versatility of use.

If the program serves only a snack for the children, kitchen facilities (such as refrigerator, sink, counter space, dish cupboard, food storage cabinet, etc.) could be housed in one section of a small room that also is used for other storage purposes. The kitchen area should be separated by a room divider.

A chest of drawers could be placed in the bathroom to hold children's extra clothing.

Utilizing a Multipurpose Room

In some institutions the home economics department may have a multipurpose room which could be used as a nursery school for one semester of the year. Details of scheduling would be determined by the other activities and classes for which the room is used.

Equipment for a multipurpose room should be carefully planned. Portable equipment, and space to store it, would be necessary. The equipment will need to be sturdy enough to withstand extended hard use, but light enough so that it can be moved conveniently by the staff. Many articles of permanent equipment can be made mobile by adding dollies or casters; for example, bookcases, storage shelves with a counter top for mixing paints, small lockers, and a counter with a built-in basin if the room has no sink.

Low tackboards and pegboards can serve as storage units by covering portions of the wall which are not otherwise functional. Folding tables and stack chairs are relatively easy to store when not in use. Portable units could store equipment that is used frequently during the laboratory period, such as blocks, puzzles, doll corner items, paint equipment, toy cars, trucks, and mats or rugs for rest.

It is essential that a children's bathroom be located near the multipurpose room. The door to the bathroom should be easily accessible from both indoor and outdoor play areas.

The size of the multipurpose room would dictate the number of children who could be enrolled. Use of this room might mean enrolling a smaller group than a separate room would take. In that case, the number of participating students in any one semester would have to be reduced. It also might mean that fewer student-trainees could observe at one time.

A multipurpose room, as well as separate quarters, must meet state and local regulations regarding space, safety, and construction. The space occupied by the portable furnishings and equipment should be deducted when calculating the amount of free space available per child.

Sharing a multipurpose room with other departments of an institution can work well when the child care and guidance program is just being initiated and when the Supervised Student Participation course is being offered only one semester of the year. The multipurpose room might be used while another full-time facility is being constructed.

Equipment

The equipment needed for a laboratory nursery school would depend upon several factors including size of room, number and age of children enrolled, physical layout of room, and climate of the area. All programs, however, should plan equipment for these activities, which are especially important to a preschooler's learning: creative activities in art, literature, and music, block building, water and sand play, housekeeping, science activities, and outdoor play.

Some equipment is absolutely essential; other equipment is important and desirable but not necessary when funds are extremely limited. Todd and Heffernan[9] offer, in their book *The Years Before School,* an excellent listing of equipment in three categories: essential, important, ideal. The list appears in Appendix D, page 44–46. It is

[9] Todd, Vivian E. and Heffernan, Helen. *The Years Before School: Guiding Preschool Children.* New York: The Macmillan Company, 1964.

suggested that the planning committee refer to this list when equipping the laboratory nursery school. Berson and Chase [10] also offer helpful suggestions for preschool facilities and considerations for encouraging learning experiences.

Guides to Room Arrangement

No one room arrangement is ideal or offers "the only way" to carry out an effective program. The creative and imaginative teacher can provide numerous possibilities for different desirable arrangements. Every arrangement, however, should provide for easy supervision by the teachers, placement of similar activities near one another, safety provisions, plenty of free space, and individual and group needs.

The teachers may want to experiment with different arrangements. Children like variety. Their creativity and imagination are often encouraged by a change in the arrangement of various play activity centers, and participants and observers will benefit from observing the reactions of the children.

Observation Booth

Facilities for observing activities in the laboratory nursery school are essential. A booth might be constructed adjacent to one wall of the nursery school. The booth should be large enough to accommodate an entire class. The booth should be equipped with comfortable stools or chairs and a counter for ease in note taking. When more than one row of chairs is needed to accommodate all the students, the floor should be raised in a stair-step fashion to permit good visibility of the entire laboratory nursery school by each student.

Students and other observers must be able to see without being seen, and they must be able to hear the children's conversations. Therefore, they both should be equipped with a one-way vision mirror or fine wire mesh screens, and appropriate sound amplification apparatus.

The mirror might provide better vision, but some schools that have used mirrors have experienced amplification difficulties. Don C. Carter [11] of the University of Utah, in an article for *The Journal of Nursery Education,* describes some of the amplification problems and offers suggestions for effective systems, including using louvers above and below the mirrors.

Screens present no amplification problem, but the wire mesh for screening can impede clear vision if it is not carefully selected. A fine mesh should be chosen; and it should be installed for a minimum of visibility from the school room into the observation booth. It has been found, however, that children within a short time become accustomed to seeing observers in the booth and ignore them.

Observation Room

If an observation room is used instead of a booth, observation and discussion could take place simultaneously in a class situation. One entire wall of the classroom would be a one-way vision mirror to be concealed by curtains when not in use. The room would be soundproofed. Classes in Child Growth and Development and/or Observing and Recording Child Behavior as well as some of the classes in Literature for Young Children, Music for Young Children, and Creative Activities could benefit from discussing the children's activities while the students observed them. Parents of nursery school children could also use the room when classes were not in session; or a small observation room, separated from the classroom, might be reserved for the use of parents and visitors.

A room, instead of a booth, could also be used by large visiting groups. Classes might need to be rescheduled to free the room when outside groups wished to observe.

Combination Office for Nurse and Isolation Area

The nurse's office should be equipped with a desk, desk chair, filing cabinets, telephone, first aid cabinet, lavatory, scales for weighing and measuring the children, and a few small chairs or benches where children can sit when being checked by the nurse. Other medical equipment should be installed if a clinic program is planned. High room dividers should separate the nurse's office from an isolation area for children who have become ill at school. Cots should be provided for the isolation area.

Evaluation of Student Progress

A student's work should be evaluated to encourage him to judge his own progress, and to deter-

[10] Berson, Minnie P. and Chase, William W. "Planning Preschool Facilities." *American Education.* 2:7–11, Dec.-Jan. 1966.

[11] Carter, Don C. "Observation Booths for Child Development Laboratories." *The Journal of Nursery Education.* 17:1, 19–21, Nov. 1961. (Journal now called *Young Children*)

mine the effectiveness of the instructor's teaching. Evaluation also can help diagnose the strengths and weaknesses of a student as a basis for giving individual assistance.

Evaluation of student progress must be a continuous process which ascertains the student's level of achievement. It may take many forms since evaluation techniques must vary in accordance with the particular subject matter. Evaluation should be a learning experience for the student and should be based on previously established goals which have been made clear to the student and which he has helped to establish. Courses might be divided into short units of work with an evaluation at the end of each.

Types of Evaluation

Various types of evaluation measures appropriate to this training program are discussed below.

Exploratory Tests. These would be given to find out what the student already knows about a subject before beginning a course and also to stimulate his interest. The student should be assured that the results of an exploratory test will not affect his grades. The test should help the student find out what he may expect to gain from the course.

Short Answer Information Tests. Such tests include multiple choice, completion, and matching questions. This type of test, however, should be used sparingly. It is only effective for courses in which knowledge of facts is important. It might be used, for example, in the Music for Young Children course when the student needs to learn major chords, scales, and how to read notes.

Situation Test. A real life problem is presented in this test with several solutions from which to choose. It is applicable in such courses as Family Relationships, Social Problems, Growth and Development, Child Nutrition and Health Care, and Community Relationships. The situation test requires some problem-solving ability on the part of the student through an understanding of the situation involved.

Essay Test. Like the situation test, this type of examination can evaluate the student's ability to think, reason, and do original planning. However, it probably is the most difficult type of test for the student to take and the teacher to evaluate. This should be kept in mind in planning evaluation devices. Many students have difficulty organizing answers to essay tests, and the judgment of the teacher is easily influenced by factors other than the student's knowledge of facts and principles. Before attempting to evaluate an essay exam, the instructor would need to list the ideas which he expects the student to include in his paper.

Some learning, however, is difficult to assess by any method other than the essay test. For example, an understanding of the development of the self-concept of the young child could not be evaluated in a short-answer test. The essay test, therefore, might be used occasionally, provided the instructor develops careful criteria for grading.

Anecdotal Records. The instructor can record his observations of the student's behavior in certain courses, such as Supervised Student Participation. Such records are especially useful when the behavior indicates progress toward an objective not readily measurable by other evaluation methods. For example, anecdotal records could show evidence of tolerance, consideration for the welfare of others, independence in work habits, a sense of responsibility, and other personality traits.

Checklists. Lists of desirable characteristics for the student-trainee can be used in evaluating a student's activities in the laboratory nursery school or in a child care agency. Also they can be used periodically in assessing progress. Lists might include such characteristics as interest in teaching, sensitivity to the feelings and needs of the children, efficiency, orderliness and carefulness, responsibility and initiative, ability to establish and maintain limits with the children, and awareness of the needs of individual children.

Oral Tests. Oral tests serve the same purpose as the essay and situation tests in evaluating the ability of the student to use information or apply principles. However, the oral test has its advantages for the student who has difficulty organizing material on paper but who can express himself well verbally.

Analysis and Evaluation of Written Reports. Student reports of observations at the laboratory nursery school, community child care agency or from other types of student experiences with children can be analyzed. These observations can assist the instructor in assessing the observational acuity of the student.

Self-Evaluation. Self-evaluation can help the student judge his progress, especially when he takes

the course, Supervised Student Participation. A check sheet might be used repeatedly over a period of time. A rating scale or anecdotal records might also be used for self-evaluation. The instructor should bear in mind, however, that the student is likely to rate himself too high at first. Accurate self-evaluation requires much practice and experience, and considerable time should be allowed for developing this ability. Instructors can assist by observing the student's performance and discussing with him the self-evaluation materials which he has completed.

Standards for Retaining Students

Standards for keeping the student in the program will vary with each institution and situation. In general, however, the student should be a responsible person with the ability to carry out the course work assignments and supplementary requirements.

The attitude, character, and ability of the student might be assessed through the following:

- Counselling—A close relationship with the student would enable the instructor or adviser to determine whether the student was suited for child care work.
- Standards of the school—The institution where the program is located will have academic standards for passing or failing a student. These must be considered in evaluating the student's progress.
- Summer practicum experiences or orientation to participation—Reports from supervisors at centers where the student has done summer work with children will indicate ability and aptitude. Also, the instructor will evaluate the student by observing him on the job and confering with him.
- Assessment of the potential ability of the student—Each instructor should carefully observe the daily work and participation of each student in the classroom.

Placement and Follow-up

Before the program gets underway, a survey should be taken of the present and prospective demand for child care and guidance workers in the area served by the institution.

Representatives of community agencies might serve on the placement advisory committee. They could help locate job opportunities and advise on duties and salaries.

Placement of Graduates

The following are some suggestions for helping the student find jobs:

- A placement service would be desirable. It might be part of the placement service of the sponsoring institution. Regular staff members should serve as consultants. The placement service might obtain a list of prospective employers and ask them to serve as guest lecturers or discussion leaders to introduce them to the program, and arrange interviews for students with the administrators of agencies, hospitals and schools where jobs might be available.
- During the training period, the staff should learn about each student's special job interests.
- Instructors should keep an evaluation file on each student for ready reference in suggesting applicants for certain types of jobs.
- Aptitude tests might help identify a student's special abilities.
- Television and radio programs could be planned to publicize the abilities of the students in the child care and guidance program.
- Contacts with professional organizations and publicly supported agencies should be maintained.
- The Bureau of Employment Security in each State might help locate available jobs in more distant communities.
- State employment agencies might suggest job opportunities.

Whenever possible, the director of the program with the assistance of regular staff members, should take primary responsibility for the placement of students. The institution's placement office should not be held entirely responsible unless its personnel is specifically oriented to the program's objectives. Regular staff members should be involved in placement as much as possible since they are in the best position to evaluate the students' abilities.

Follow-up of Employers

A procedure for keeping in touch with employers of former students is important. It can serve two purposes: to help evaluate the effectiveness of the training program and to establish contacts for possible placement of future graduates. The employer's suggestions also can be useful in future planning for curriculum, equipment, and student participation with young children.

Interviews or questionnaires can be used to obtain desired information. An interview might be more effective than the questionnaire since many employers lack the time to fill out a questionnaire. Also, conversations with employers can provide information not requested on a questionnaire.

With either method, certain items should be included: name and address of employer; name and address of employee; description of employee's job; length of time employed; quality of employee's work, including use of equipment and materials and relationship with children, colleagues, and parents, areas of work in which employee needs definite improvement; suggestions for additional course content for the child care and guidance program.

Follow-up of Graduates

A carefully planned follow-up on each graduate can be helpful in evaluating and revising the program, especially in regard to planning curriculum and desirable supplementary experiences. After graduates start working, they are in an advantageous position to judge the quality and appropriateness of the training they have received. The evaluation could be based upon interviews or questionnaires.

The frequency of follow-up would be dependent on the availability of staff and secretarial time. It would be desirable to contact persons one year following graduation and then, perhaps, once every five years.

The questionnaire might include: name, address, marital status, number of children, employment status, plans for work if not employed, name and address of employer, job title, length of time employed, description of specific duties involved in the job, courses or types of experiences not included in the training program which would have been helpful, courses taken which were most helpful, evaluation of length and quality of participation experience, evaluation of equipment used during the training program, and evaluation of sequences of course presentation. A sample questionnaire is included in Appendix B, page 40.

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A description of the Play Program in operation in the Boston Floating Hospital, with details regarding the goals and activities of the program. It also includes anecdotal records of some of the hospitalized children who participated in the program.

U.S. Department of Labor. *Planning Services for Children of Employed Mothers.* Washington, D.C. 20402: Government Printing Office, 1960.

Summarizes and analyzes the experiences of the several federal agencies providing consultation and financial help to states in establishing and maintaining legislation for the protection of children in part time care.

"What is Good Day Care?" Welfare Administration, Children's Bureau. Children's Bureau folder no. 53. Washington, D.C. 20402: U.S. Government Printing Office, 1964.

A brief folder describing some day care services, who receives these services, means of financing, and steps for improving day care.

FILMS

A list of useful films and distributors follows. Requests for films should be made as far in advance as possible. They should include the film title and date or period of use. Many of these and other films are also made available through local state departments of public health, mental health, welfare, and education.

Children in the Hospital. 44 min., 16 mm., sd., b & w. Produced by Edward A. Mason, Harvard School of Public Health of Boston City Hospital. Distributed by International Film Bureau Inc., 332 South Michigan Avenue, Chicago, Illinois 60604. 1961.

Very good for those who might be doing hospital work. It shows the importance of dealing with the child's feelings as well as his physical pains in a hospital. The success of such attempts is shown.

Children of Change. 31 min., 16 mm., sd., b & w. Produced by Affiliated Films under sponsorship of Children's Bureau, U.S. Department of Health, Education, and Welfare, and the Pennsylvania State Department of Public Welfare, the Mental Health Film Board. Distributed by International Film Bureau Inc., 332 South Michigan Avenue, Chicago, Illinois 60604. 1960.

An excellent film drawing together many aspects of effects of working mothers on children and the great help of a day care center whose concern is with the development of the whole child; brings in need for qualified teachers and social worker.

The Deep Well. 36 min., 16 mm., sd., b & w. Distributed by Health and Welfare Materials Center, 10 East 44th Street, New York 17, New York. 1957.

Help given by social agencies to parents and children in an effort to come to terms with the need for foster care and to use it to overcome difficulties.

A Desk for Billie. 57 min., 16 mm., sd., color or b & w. National Education Association, Division of Press, Radio and Television Relations, 1201 16th Street NW, Washington 6, D.C. 1956.

This film depicts the struggles of the child of migrant parents to get an education in the public schools. This would be a good film for background materials on the lives of the culturally disadvantaged.

Developmental Characteristics of Preadolescents. 18 min., 16 mm., sd., b & w. McGraw Hill Book Company, Text Film Department, 330 West 42nd Street, New York 36, New York. 1954.

Typical experiences of eight-year-old girl and her nine-year-old brother demonstrate characteristic behavior patterns, their relations to groups and parents.

Eternal Children. 30 min., 16 mm., sd., b & w. Produced by the National Film Board of Canada. Distributed by International Film Bureau Inc., 332 South Michigan Avenue, Chicago, Illinois 60604. 1959.

The retarded child's problems to himself, parents and society are depicted. Methods for teaching basic skills to the retarded are shown. A basic but good introduction to the problems of the mentally retarded.

Fears of Children. 29 min., 16 mm., sd., b & w. Sponsored by the Oklahoma State Department of Health and the Mental Health Film Board. Distributed by International Film Bureau Inc., 332 South Michigan Avenue, Chicago, Illinois 60604. 1952.

This film shows a 5-year-old boy whose overprotective mother and impatient father learn to handle a particular situation. These parents finally realize that it is normal for children to become angry with their parents.

Focus on Behavior: The Conscience of a Child. 30 min., 16 mm., sd., b & w. National Educational Television. Distributed by Audio-Visual Aids Library, The Pennsylvania State Univeristy, University Park, Penna. 1963.

Psychologists study growth and development of personality and emotional behavior in children in the laboratory of Dr. Robert Sears at Stanford University.

From Generation to Generation. 30 min., 16 mm., sd., color. Cullen Associates for Maternity Center Association. Distributed by McGraw Hill Films, 330 West 42nd Street, New York 36, New York. 1959.

Illustrates the basic facts of human reproduction, showing childbirth as an emotional and spiritual experience as well as a physical one for a young farm couple. By means of skillful animation the creation and development of a new life are shown.

From Sociable 6 to Noisy 9. 22 min., 16 mm., sd., b & w. Distributed by McGraw Hill Films, 330 West 42nd Street, New York 36, New York. 1954.

Shows the developmental characteristics, comparative behavior of three siblings, 6, 8, 9 years; differences between the sexes, interaction of children in family situations. The importance of parental patience and understandings emphasized.

From Ten to Twelve. 26 min., 16 mm., sd., color or b & w. National Film Board of Canada. Distributed by Contemporary Films Inc., 267 West 25th Street, New York 1, New York. 1956.

Variations in temperament, personality, and physical

make-up of boys and girls; characteristics; behavior at home and at school; problems and conflicts at this age level.

Frustrating Fours and Fascinating Fives. 22 min., 16 mm., sd., color or b & w. Produced by the National Film Board of Canada. Distributed by Contemporary Films, Inc., 267 West 25th Street, New York 1, New York. 1952.

This film depicts typical behavior at four and five showing a nursery school taking up problems of discipline, and what can be expected of children of these ages.

Introducing the Mentally Retarded. 30 min., 16 mm., sd., b & w. Missouri Division of Health and Welfare. Distributed by Audio-Visual Aids Library, The Pennsylvania State University, University Park, Penna. 1964.

Discusses three classifications of retardates and two origins of retardation. Film points to need for stimulating environment, attractive housing facilities for those who must be institutionalized. Home care and job opportunities are also discussed.

Journey in Health. 22 min., 16 mm., sd., color or b & w. Smart Family Foundation, 65 East South Water Street, Chicago 1, Illinois. 1960.

This film stresses the importance of maintaining the physical well-being of the child through regular supervision by a family doctor.

A Long Time to Grow: Part I—Two and Three Year Olds in Nursery School. 37 min., 16 mm., sd., b & w. New York University Film Library, 26 Washington Place, New York, New York 10003. 1950.

This film follows activities and learning behavior of two- and three-year-old nursery-school children throughout the day and various seasons of the year.

A Long Time to Grow: Part II—Four and Five Year Olds in School. 37 min., 16 mm., sd., b & w. New York University Film Library, 26 Washington Place, New York City 10003. 1953.

The characteristics of the four-year-old and of the five-year-old are depicted through the observation of their work and play activities at a nursery school and day school. The activities of fours seem largely an elaboration and perfection of earlier skills, whereas fives begin to enter more formalized, enlarged world. A comprehensive film.

A Long Time to Grow: Part III—Six, Seven and Eight Year Olds. 30 min., 16 mm., sd., b & w. Distributed by New York University Film Library, 26 Washington Place, New York, New York 10003. 1957.

Entrance of child into world of tradition, magic, and customs. "Gang age," allegiance to peer groups, characteristic cleavage between the sexes, powerful drive to acquire knowledge, skills, and information are noted.

My Own Yard to Play In. 7 min., 16 mm., sd., b & w. Edward Harrison, 1501 Broadway, New York 36, New York. 1951.

This is a film which shows the ingenuity and versatility of children in finding their own play materials and organizing their own play in the streets of a large city.

New Baby. 20 min., 16 mm., sd., color. National Film Board of Canada. Distributed by Audio-Visual Aids Library, The Pennsylvania State University, University Parks, Penna. 1962.

Shows the proper handling and care of a newborn baby. The film has its setting in a home where there are two older children whose ways of adjusting to the baby are seen.

No Less Precious. 14½ min., 16 mm., sd., b & w. Association Films, LaGrange, Illinois.

A report to the nation narrated by Walter Cronkite. Discussion of national concern over the problem of retardation. Some methods used at the Mansfield Training School, Connecticut.

Pathways Through Nursery School. 25 min., 16 mm., sd., color. Filmed by the Television, Radio and Film Department, Stephens College, Columbia, Missouri, in cooperation with the Child Study Department. Distributed by International Film Bureau Inc., 332 South Michigan Avenue, Chicago, Illinois 60604.

Two college students observe and participate in a nursery school. All through a typical day, the students see the various ways a nursery school will meet their needs. Parents may learn from film that a good nursery school is a supplement to the family home environment. Students learn the things that constitute a good nursery school.

Physical and Motor Development of Children. 18 min., 16 mm., sd., b & w. Iowa State Teachers College. Distributed by Audio-Visual Aids Library, The Pennsylvania State University, University Park, Penna. 1961.

Variations in physical growth from kindergarten through pre-adolescence. Child's needs for motor activity; effects of physical and motor development on rest of child's life.

Pine School. 30 min., 16 mm., sd., b & w. State University of Iowa, Television Center. Distributed by Audio-Visual Aids Library, The Pennsylvania State University, University Park, Penna. 1965.

Part of a research program devoted to the study of mentally retarded children, aged 3–6 years, from underprivileged homes where facilities for mental stimulalation are lacking. School provides group experiences, opportunities for psychological and physical growth, and activities for development of muscular control.

Planning Creative Play Equipment For Young Children: Part 1—Outdoor. 16 min., 16mm., sd., color. University of California, Extension Media Center, 2223 Fulton Street, Berkeley, California 94720. 1960.

This film shows the efforts of parents in one community to pool resources and talents to make a wide variety to study play materials for young children as part of the nursery school program.

Pre-School Incidents No. 1—When Should Grownups Help? 14 min., 16 mm., sd., b & w. New York University Film Library, 26 Washington Place, New York, New York 10003. 1950.

This film shows four episodes in which an adult may not have intervened to assist the child. It is intended to stimulate discussion as well as provide practice in the observation and recording of behavior.

Pre-School Incidents No. 3—When Should Grownups Stop

Fights? 15 min., 16 mm., sd., b & w. New York University Film Library, 26 Washington Place, New York, New York 10003. 1950.

Four episodes are shown which involve conflicts among two- to five-year-olds, without showing resolution. These are repeated to give audience opportunity to more closely examine the situations and to evaluate where or when adult intervention should occur.

Terrible Twos and Trusting Threes. 22 min., 16 mm., sd., color or b & w. McGraw-Hill Book Company. Distributed by Contemporary Films, 267 West 25th Street, New York 1, New York.

A study of child behavior at two and three years, showing what to expect from children of these ages, and suggesting how parents can deal constructively with the problems they present.

Time of Their Lives. 29 min., 16 mm., sd., b & w. National Education Association. Distributed by Audio-Visual Aids Library, The Pennsylvania State University, University Park, Penna. 1962.

Portrays role of kindergarten in education, its importance to the community and its dynamics. It is taken within the confines of a single classroom and demonstrates the relationships of the children to one another.

A Two Year Old Goes to Hospital. 50 min., 16 mm., sd., b & w. James Robertson, Tavistock Clinic, London, England. Distributed by New York University Film Library, 26 Washington Place, New York, New York 10003. 1953.

Film shows a 2-year-old's reaction to an 8-day stay in the hospital and some of the effects of her temporary separation from her parents.

Tuesday's Child. 14 min., 16 mm., sd., color or b & w. Information Productions under the sponsorship of National Association for Retarded Children. Distributed by Association Films, Broad at Elm, Ridgefield, New Jersey. 1955.

This film shows the problems of the mentally retarded children and their parents, how some of these problems can be solved, and explains the need for protective care and vocational opportunity.

Who Cares About Jamie? 16 min., 16 mm., sd., color or b & w. Smart Family Foundation, 65 East South Water Street, Chicago 1, Illinois. 1963.

This film shows how one family recognizes problem situations in the emotional development process of their son and how they effectively deal with these situations to promote mental health.

SOURCES OF PAMPHLETS AND PERIODICALS

AMERICAN FOUNDATION FOR THE BLIND, INC.
15 West 16th Avenue
New York 11, New York

AMERICAN PUBLIC HEALTH ASSOCIATION, INC.
1790 Broadway at 58th Street
New York 19, New York

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016
This association publishes the periodical *Childhood Education* 9 times a year.

BANK STREET COLLEGE OF EDUCATION
69 Bank Street
New York, New York 10014

CHILD STUDY ASSOCIATION OF AMERICA
9 East 89th Street
New York, New York 10028

CHILD WELFARE LEAGUE OF AMERICA, INC.
'4 East 23rd Street
New York, New York 10010
This association publishes the periodical *Child Welfare* monthly.

CHILDREN'S BUREAU
U.S. Government Printing Office
Washington, D.C. 20402
The periodical *Children* is published 6 times a year by the Children's Bureau.

FAMILY SERVICE ASSOCIATION OF AMERICA
44 East 23rd Street
New York, New York 10010

MERRILL PALMER INSTITUTE
71 East Ferry Avenue
Detroit 2, Michigan

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
1629 21st Street, N.W.
Washington, D.C. 20009
This association publishes the periodical *Young Children* 6 times a year.

NATIONAL ASSOCIATION FOR RETARDED CHILDREN, INC.
386 Park Avenue, South
New York 16, New York

NATIONAL COMMITTEE FOR DAY CARE OF CHILDREN, INC.
44 East 23rd Street
New York 10, New York

NATIONAL CONGRESS OF PARENTS AND TEACHERS
700 North Rush Street
Chicago 11, Illinois

NATIONAL COUNCIL OF THE CHURCHES OF CHRIST IN THE U.S.A.
637 W. 125th Street
New York 27, New York

NATIONAL COUNCIL ON FAMILY RELATIONS
1219 University Avenue SE
Minneapolis 14, Minnesota

NATIONAL EDUCATION ASSOCIATION
1201 16th Street NW
Washington, D.C. 20036
This association publishes the *NEA Journal* 9 times a year.

NATIONAL KINDERGARTEN ASSOCIATION
8 West 40th Street
New York 18, New York

NATIONAL SAFETY COUNCIL
425 North Michigan Avenue
Chicago 11, Illinois

NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS, INC.
2023 W. Ogden Avenue
Chicago 12, Illinois

NATIONAL SOCIETY FOR MENTAL HEALTH
10 Columbus Circle
New York, New York 10019

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, INC.
16 East 40th Street
New York 16, New York

PLAY SCHOOLS ASSOCIATION, INC.
120 West 57th Street
New York, New York 10019

PUBLIC AFFAIRS COMMITTEE
381 Park Avenue South
New York, New York 10016

SCIENCE RESEARCH ASSOCIATES
57 W. Grand Avenue
Chicago 10, Illinois

U.S. OFFICE OF EDUCATION
Department of Health, Education, and Welfare
Washington, D.C. 20201

APPENDIXES

Appendix A

SUGGESTED COURSE OUTLINES

Child Growth and Development

This course furthers the student's understanding of the physical, social, emotional, and mental development of the young child and also assists students in understanding the influence of cultural environment on development as well as individual differences. Another important objective is to further the student's understanding of himself and others as individuals possessing basic drives, needs, and challenges which should be met in socially acceptable ways to promote personal and community health. Topics include:

I. Pregnancy and birth
   - A. Conception
   - B. Factors affecting pregnancy
   - C. Birth process

*II. Physical growth and the development of motor abilities
   - A. Infant
   - B. Toddler
   - C. Preschooler

*III. Emotional development of the young child, including discussion of specific emotions

*IV. Cognitive and perceptual development of the young child and implications for early childhood education, including a brief history of early childhood education

*V. Physical and psychological needs in early childhood
   - A. Infant
   - B. Toddler
   - C. Preschooler

VI. Development of concepts of self and others

VII. Influence of environment of early years on later growth and development
   - A. Intellectual
   - B. Social
   - C. Emotional
   - D. Physical

* Should stress concept of individual differences in developmental patterns.

Advanced Child Growth and Development

This course will further the student's understanding of the physical, social, emotional, and mental development of the school age child up to preadolescence, with concentration on child guidance. This course should increase the student's understanding of the dynamics of behavior, including feelings, attitudes, values and knowledge of typical patterns of growth.

Topics include:

*I. Physical Aspects of Development

*II. Mental Growth

*III. Emotional development, including specific emotions

IV. Behavorial characteristics of school age children

V. Peer relationships of school age children

VI. Child guidance, including child-adult relationships and specific behavior problems

VII. The dynamics of behavior
   - A. Feelings
   - B. Attitudes
   - C. Values
   - D. Process of socialization

VIII. Exceptional children and guides for their care
   - A. Physically handicapped
   - B. Mentally retarded
   - C. Emotionally disturbed

Literature for Young Children

This course serves to acquaint the student with various forms of children's literature, to know

literature which is available specifically for the young child, to be able to select quality literature appropriate for different age groups. In addition, the student should become acquainted with authors and illustrators of children's books.

Topics include:

I. History of children's literature
II. Criteria for selecting good books for children
III. Illustrators and illustrations for children's books
IV. The various types of stories
    A. Animal
    B. Fantasy
    C. Realism
    D. Fables
    E. Parables
    F. Proverbs
V. Various uses of poetry
VI. Information books which especially contribute to the child's intellectual stimulation
VII. Meaningful methods for reading aloud to children and for storytelling
VIII. The use of fingerplays

Provision should be made for considerable class participation in an effort to help the student develop the ability to be a good storyteller and reader. Great emphasis should be placed on practice.

Music for Young Children

This course consists of a study of the fundamentals of music, including rhythms, harmonic and melodic concepts, pitch, key determination; the musical interests of the child at early age levels; surveys of types of music with emphasis on building a collection. Piano keyboard training in simple chord patterns would be desirable; the autoharp or other similar instrument might be substituted. Emphasis should be given to methods which would encourage musical participation by the children rather than concentrating on perfecting the instrument playing skill of the student.

Topics include:

I. Fundamentals of music
    A. Rhythms
    B. Harmonic and melodic concepts
    C. Pitch
    D. Key determination
II. The value of music for young children
III. Various expressions of music
    A. Records
    B. Rhythm band instruments
    C. Fingerplays
    D. Music and dance
    E. Group singing
    F. Spontaneous music by children
    G. Musical games
IV. Variety of ways to incorporate music into the program
    A. Various methods for having a special time period for music
    B. Introduction of music to supplement other activities
    C. Introduction of music to act as a transition between activities
    D. Therapeutic value of music for some children
V. Methods to utilize in encouraging musical participation by the children

If the child care and guidance staff is unable to teach principles of music and the institution itself offers a music course, students could substitutute this to obtain a general background in note reading, history of music, chording, etc., and perhaps learn simple tunes on the piano or autoharp. Following this, specific types of music suitable for children and how to utilize this music could perhaps be incorporated into another course—Creative Activities, for instance.

Child Nutrition and Health Care

This course provides students with basic information on human nutrition, the nutritional value of food, and an understanding of food and food habits in relation to nutrition of the young child. It also emphasizes the importance of good nutrition in maintaining good health.

Topics include:

I. Introduction to basic human nutrition
II. Nutritional values of food and composition of foods
    A. Calories
    B. Fats
    C. Proteins
    D. Carbohydrates
    E. Vitamins
III. Food habits of young children in relation to maintaining good health
IV. Infant care and feeding

V. Diseases of early infancy
   A. Diseases
   B. Importance of immunization for prevention
VI. Developing good health habits in children
VII. Childhood diseases
   A. Symptoms
   B. Treatment
   C. Cure
VIII. Chronic diseases
   A. Description
   B. Care and aid to the child in adjusting to his condition
IX. Care and aid to the handicapped
   A. Speech
   B. Sight
   C. Hearing
   D. Mental retardation
   E. Emotional disturbance
X. Meeting the needs of a hospitalized child
XI. First aid procedures
XII. The various health agencies working with children

For some of the topics in this course professional persons in the medical field, such as nurses and doctors, should participate by providing lectures, etc.

Introductory Creative Activities

This course introduces a wide variety of art media suitable for use with young children and should help the student understand the importance of these in enriching opportunities for children. Lectures and demonstrations should be combined with workshops where practical experience in the use of the various media may be obtained.

Topics include:

I. Discussion of creativity
II. Painting techniques
   A. Paints
   B. Surfaces for painting
III. Cutting and pasting
IV. Crayons, chalk, and ink
V. Clay and clay substitutes
VI. Puppets, mobiles, and stables
VII. Graphics
VIII. Use of "waste" materials
   A. Crafts
   B. Displays
   C. Collages

Creative Activities

This course should introduce a variety of simple science media for use with young children. It also helps the student to acquire a repertoire of activities to be used to stimulate and enrich learning experiences for children. Basic instruction in the use of tools would be desirable to facilitate the creation and maintenance of play equipment. The student should also learn teaching techniques for carpentry with young children.

Topics include:

I. Materials for simple science projects
II. Water as a creative media
III. Making toys from inexpensive materials
IV. Creative play activities for hospitalized children
V. Developing skill in using tools and materials
   A. Tool usage
   B. Materials
   C. Creativeness
VI. Carpentry for young children
VII. Sources for ordering supplies and equipment

Community Relationships

This course helps students gain an understanding of the importance of effective working relationships with adults, including parents, community leaders and members, and employers; in addition to establishing connections for effective use of community resources.

Topics include:

I. Community resources
   A. Ways of discovering resources
   B. Interpersonal relationships involved
II. Professional ethics of student
   A. With parents
   B. With community members
   C. With employer
III. Understanding the values and strengths of parents
   A. Parents of varying socioeconomic status
   B. Respect for parents as individuals
IV. Influence of the community on facilities for group care of children
V. Community influences on child and family
VI. Creative ways to utilize community resources
VII. Work of the community family service agencies

In addition to field trips, role playing would be an excellent supplement to lectures as a teaching technique for this course.

Observing and Recording Child Behavior

This course assists the student to become more objective and proficient in observing and interpreting children's behavior; in addition, the student becomes aware of normative patterns of behavior in relation to the age and maturity of children. Lecture and observation facilities must be provided. If there are facilities within the program setting, children should also be observed in any available community centers. Provisions should also be made for observing infants either in the program center or in well chosen home situations.

Topics for lecture and discussion include:

I. Orientation to observation techniques
   A. Concentration
   B. Sensitivity to behavior cues
   C. Accuracy and conciseness in recording behavior
   D. Differentiation between facts and interpretations about behavior
II. Professional ethics and cooperation with staff of facility where observing occurs
III. Discussion of the behavioral aspects covered by topics for observation

Observation may be assigned according to specific topics such as physical appearance, body movement and use of body, facial expressions, speech, emotional reactions, relationships with other children and adults, play activities, and basic needs. The requirement might be for the observation of one child intensively or of the group as a whole. Lectures should include discussion of the behavioral aspects covered by topics for observation.

Supervised Student Participation

The sequence as well as duration of this course would be dependent upon each individual institution and the facilities available for participation. Advantages and disadvantages of the entire participation in one term or semester in contrast to a two term or semester period are discussed on page 10.

The number of hours per day and number of days per week of participation would vary with the factors mentioned above; however, all students should participate under qualified supervision in the training program child development center (if available) and/or in a community nursery, children's institution, or day care center.

Provision should be made so the student can gradually take on more responsibility in connection with the children; plan and carry out special projects; gain experience in planning an entire day's activities; and gain experience in working with children individually and in groups.

Participation needs to be very closely supervised by a qualified instructor in the training program who would be available for student guidance and assistance with problem situations. Frequent conferences should be scheduled regularly, especially if the students participate at an outside child care agency or center. If an outside agency is used the cooperating teacher of the agency should give regular reports on the students' progress.

Social Problems

The course increases the student's awareness of social problems, their causes, and ways in which they can be alleviated, prevented, or handled from both the individual and community point of view. The course should also acquaint the student with the policies, organization, and problems of the various child care agencies such as nursery schools, day care centers, child development centers, centers for the mentally retarded, physically handicapped, or emotionally disturbed.

Topics include:

I. History and purpose of social work for dealing with social problems
II. Societal changes and current trends responsible for the increasing need of child care facilities
III. Adoption
   A General discussion
   B. Children in foster homes
   C. Children in adoptive agencies
IV. The various ways children are cared for in the absence of the mother
V. Child care agencies
   A. Types
   B. Laws and regulations regarding their origin and maintenance, emphasizing the importance of maintaining State and local standards
   C. Role of the student in an agency if employed following graduation

VI. Recent increased governmental interest in social problems and consequent legislation

Field trips to nearby child care agencies would be highly desirable, supplemented by representatives from agencies who could serve as guest lecturers. Films are another source of information.

Family Relationships

This course gives the student a basic understanding of the dynamics of family interaction and their effects upon the child.

Topics include:

I. The family as a social system
II. Family life cycle
III. Family authority and responsibility in relation to the child
IV. Interaction of family members
V. Communication within the family
VI. Family rituals
VII. Socialization of family members to include
  A. Teaching sex roles
  B. Socioeconomic differences in socialization
VIII. Effects on family members of the working mother and of the abnormal child
IX. Family crises
  A. Death
  B. Desertion
  C. Separation
  D. Divorce
  E. Infidelity
  F. Alcoholism
  G. Remarriage
  H. Illness

Appendix B

SAMPLE QUESTIONNAIRE FOR FORMER STUDENTS

1. Name: .....
2. Address: .....
3. Marital Status .....
4. Number and ages of children .....
5. Are you employed outside the home (check one)
   ..... no
   ..... part-time
   ..... full-time
6. Name of Employer: .....
   Address: .....
7. Your job title .....
8. Length of time employed .....
9. What are the specific activities which you perform on this job? .....

.....

.....

10. What courses or types of experiences which you did NOT have during your training program would have been helpful for your present job? .....

.....

.....

.....

.....

11. Name the 3 courses you took which were most helpful to you in regard to employment:
    1)
    2)
    3)
12. List the courses, if any, which you feel were of little assistance to you in terms of job preparation
13. How do you feel about the length of your participation experience with children? (Check one)
    ..... too long
    ..... too short
    ..... of desirable length
14. Do you feel that you had good quality supervision and assistance during your participation experience with children?
    ..... yes
    ..... no
15. How do you feel about the responsibilities involved in your participation experience?
    ..... too many responsibilities
    ..... too few responsibilities
    ..... a desirable amount of responsibility
16. a. Do you feel that a sufficient variety of equipment and materials was utilized in the classroom and in supplementary activities?
    Why or why not?

b. Was opportunity given to plan, create, rearrange, and care for equipment and teaching materials?

17. What is your reaction to the sequence of the courses presented, i.e. do you think some courses should have been taken before certain others?
18. Other comments

Appendix C

INEXPENSIVE MATERIALS

There are numerous inexpensive materials which can be effectively utilized by a laboratory nursery school. Many can be constructed by the teachers; many can be made in part by the children themselves. However, construction of materials might be an area in which to involve interested members of the community as well as parents. Many social organizations might be willing to assist. Such participation would also serve to further publicize the program to the community. In an area technical or vocational school, students in industrial arts might construct wooden toys for the children as a special project. Parents with talents in the construction line might make indoor as well as outdoor equipment.

Suggestions for some inexpensive materials and equipment are as follows:

- Men's shirts with a portion of the sleeves cut off can be used as painting smocks
- Dress-up clothes and jewelry can be collected: men's and women's hats and shoes, handbags, brightly colored scarves, skirts, blouses, dresses, men's suit jackets, neckties, vests, uniform hats, petticoats, aprons
- Collage materials can be collected—brightly colored scraps of material—cotton, silk, nylon, or velvet. Paper scraps of different textures and colors, wallpaper and material samples are also useful.
- Stick horses can be made with men's socks, stuffed and with button eyes added. They can be tacked to an old broom stick.
- Old magazines and catalogs can be used for cutting and pasting.
- Two orange crates, a piece of plywood, plastic covering for top, and a plastic basin can easily become a sink.
- A vanity can be made from two orange crates, a piece of plywood for top and a cotton shirt.
- Crates and sturdy boxes can also become storage shelves or a stove.
- For store play, a variety of empty cans of different sizes, empty boxes, egg cartons, milk cartons, etc., are useful.
- Sturdy boxes which have been shellaced and perhaps painted can become trains, or storage for blocks, books, and a variety of items.
- Large pieces of plywood or masonite can be hung on the wall at the children's level and used in place of an easel for painting.
- A large tin barrel and some inexpensive wood and nails and paint can become a train as part of the permanent outdoor equipment.
- A large discarded tractor tire can make a good frame for a sand box for outdoor play.
- A galvanized laundry tub placed on a washable rug provides opportunity for water play when sink is not available. It is better than just one sink as there is more area to permit more children to take part at once.
- A work bench, hammer, nails, and scraps of wood from a lumber company comprise an efficient workshop for the young carpenter.
- A wooden or tin barrel with both ends cut out, painted, serves as an excellent tunnel outside provided the barrel is fastened to the ground in some manner.
- A huge tree stump brought to the outside play yard makes a great climbing device, provided it does not have sharp, pointed areas on it.
- Discarded aluminum foil pie plates make excellent containers for paint, crayons, collage materials, etc.
- Discarded school equipment may provide a table top to which legs can be added to make a table of appropriate size for young children.
- Discarded juice and other tin cans, sifters, small saucepans, spoons, and funnels make useful ma-

terials for a sandbox.

- A flannel board can be made from ½ to ¾ inch plywood, wallboard, or heavy cardboard, a piece of rough-napped cloth, and staples, thumbtacks, or binding tape to secure the cloth to the board.
- Two pieces of plywood or wallboard, attached with a small chain at the bottom and two hinges at the top at an angle similar to an easel, can serve the same purpose as an easel when placed on a table covered with newspaper for protection.
- Old sheets and pillowcases can be dyed or designs drawn on them to make dolls, clothes, aprons, handkerchiefs, or curtains for a playhouse or a puppet stage.
- Large hollow blocks can be made by nailing covers on wooden boxes of various sizes; they can be sanded and painted.
- Wooden crates used for pianos or refrigerators can serve as a playhouse for either indoor or outdoor play.
- An orange crate, reinforced with a narrow molding, with one end removed becomes a child's chair.
- A doll's bed can be made from a wooden apple box which is sanded and painted, and has low blocks attached for legs or rockers for a cradle.
- Discarded household utensils, such as wooden chopping bowls, large wooden spoons, old pots, pie plates, funnels, and egg beaters are fun for sandbox or water play.
- An old automobile steering wheel attached to a wooden frame is an ideal indoor or outdoor toy.
- A saw horse can easily be made from 2 by 4 inch lumber. Two sawhorses, each with a notch in the top piece and a 10-foot plank, provide a bridge or walking board.
- A selection of four cans of different sizes, painted in assorted colors is an inexpensive replacement for a nest of blocks.
- Plywood can easily be used to construct a rocking boat, which when inverted becomes a set of steps.

Appendix D *

EQUIPMENT

Outdoor Equipment

Here are suggestions about equipment for different outdoor activities provided for most preschool groups during the warmer months of the year:

Equipment for large-muscle activities:

a. *Essential*
- Large wooden crates
- Wooden ladders with cleats
- Lightweight planks with cleats
- Push-toys, such as wheelbarrows with two front wheels
- Tricycles (e.g., with 16″ front wheel); metal wagons with solid rubber tires
- Large inflated utility balls, beanbags, etc.
- Punching bag (stuffed pillow or jeans hung within child's reach)

b. *Important*
- Low jungle gym (e.g., 5′ high)
- Low slide of hardwood (e.g., 5′ high)
- Sawhorses (e.g., pairs ranging from 12″ to 24″ in height)
- Nail kegs
- More boxes, crates, etc.
- Swings with canvas seats

c. *Ideal*
- Barrel with both ends out, screwed or nailed on platform, to climb through
- Rocking boats
- Large cars, trains, airplanes

This list assumes that the children also have access to playground equipment. Some sturdy climbing apparatus is essential for children and must be available to them on their own playground if possible. The merry-go-round of the small children's playground at the park is also desirable in a well equipped school or center.

Equipment for sand play:

a. *Essential*
- Sandpile
- Sturdy small shovels (not trowels)
- Large smooth tin cans, old pots and pans
- Large wooden buckets
- Large wooden spoons
- Other kitchen utensils (e.g., mashers, strainers, sifters, jelly molds)

b. *Important*
- Large sandbox (e.g., 6′ x 8′)
- Dumping buckets
- Sifting screens (e.g., 2′ x 1′)
- Collections of cars, boats, trucks, etc., to stimulate dramatic play

c. *Ideal*
- Several large sandboxes, protected from sun

Equipment for water play;

a. *Essential*
- Hose, with turn-off valve permitting only a small stream of water
- Faucet
- Sprinkling cans

b. *Important*
- A second hose
- Bucket, wide rather than deep
- A variety of objects which float
- A variety of bath toys including squeeze toys

c. *Ideal*
- A small stream through the garden
- A spray pool for warm weather

Equipment for carpentry:

a. *Essential*
- Scrap pieces of soft wood, not hardwood

* From Todd, Vivian E., and Heffernan, Helen. *The Years Before School.* New York: The Macmillan Company, 1964. pp. 127–132. Printed with the permission of The Macmillan Company.

Large-headed hammers
Roofing nails (large heads)
Storage box

b. Important

Short lengths of wooden dowels; spools
Small vise and clamps
Crosscut saws (e.g., 12″ and 14″) that cut well
Large nuts, bolts, and screws that children can easily turn
Sturdy screwdrivers
Heavy low table (e.g., old table with legs cut down to 22″ height)

c. Ideal

Workbench (e.g., 22″ height)

Equipment for gardening:

a. Essential

Small plot of ground for each child and teacher
Seeds of plants that grow rapidly (e.g., radish)
Sprinkling cans (cf., water play equipment)

b. Important

Real tools, child-size (e.g., rakes, spades, blunt trowels)

Indoor Equipment

Indoor equipment and materials can be as diverse as the imagination of the teacher permits. They will include those provided for the usual preschool activities, as follows:

Equipment for large-muscle activities:

a. Essential

Step-platform slide
Punching bag balloon

b. Important

Trampoline
Rocking boat

c. Ideal

Two-child rockers

Equipment for block building:

a. Essential

Small wooden boxes nailed shut and painted or varnished
Collection of assorted blocks, sanded and painted (cut by lumber company or donated)
Large wooden boxes for storage

b. Important

Hollow blocks with hand slots in the following sizes:
6″ x 12″; 12″ x 12″; 12″ x 18″; 12″ x 24″
A set of 6 each, but some are better than none

c. Ideal

Assorted kindergarten blocks cut in multiple units (e.g., 6″ x 3″ x 1½″; 12″ x 3″ x 1½″; etc.)
Basket or chest for storing blocks
Large wooden trains, cars, and trucks to suggest ideas of building and play
Hardwood train and track set

Equipment for housekeeping activities:

a. Essential

Rubber (or soft plastic) dolls, doll blankets and doll beds (e.g., boxes); squares of cloth (e.g., 12″ x 12″ or larger); simple clothes with ties, zippers, buttons ½″ or more in diameter, big snaps or large hooks and eyes
Orange-crate furniture which the children can help make—stove, chairs, sink, cupboard, table
Washtub and soap powder
Clothesline, clothespins, and toy irons
Broom and dustpan
Small-size cooking utensils and a supply of empty food cartons
Telephones
Dress-up clothes (e.g., skirts with elastic waistbands, blouses, curtains, lengths of cloth, purses, shoes, gloves, hats)

b. Important

Beds, child-size (e.g., about 48″ x 24″) and doll-size
Carriages, real-baby size, or doll size
Sturdy tea sets, preferably metal base (aluminum or soft plastic)
Sturdy ironing boards, and irons

c. Ideal

Playhouse with windows, doors, and so on
Old drapes, curtains, bedspreads, blankets, or canvas for making tents
Poles for framework for tents
Chests for keeping dress-up clothes

Equipment for library activities:

a. Essential

Sturdy, hard-covered picture books about transportation, animals, and everyday experiences of children
Simple homemade wooden puzzles (e.g., 3–5 pieces for youngest; 20–30 pieces for oldest)

b. Important

Copies of recommended children's literature
Shelves for books, or racks like those in a public library
Racks to hold puzzles
Books, pictures from public library

c. Ideal

Large attractive pictures hung at child's eye level (e.g., 30″ x 26″ high)
Table and chairs with chair pads, or small rugs to sit on
Attractive shelves, potted plants, curtains, etc.

Equipment for science activities:

a. Essential

Space for exhibiting what the children bring
Space for exhibiting seasonal pictures and displays

b. Important

Cages for such pets as hamsters, guinea pigs, white mice, or birds
Planting boxes, small pots, or aluminum foil pie dishes for seedlings
Aquaria for turtles and fish

c. Ideal

Science equipment, such as magnets, prisms, simple electrical circuits

Equipment for music activities:

a. Essential

Phonograph for teacher use
Records brought by children, borrowed from library, or owned by school
Simple rhythm instruments: ankle and wrist rattles; drums; shakers; wood blocks

b. Important

Phonograph for child use, with old records
Record caddy
Enlarged record collection for teacher use
Musical instrument for the teacher to play (e.g., harpsichord, piano)
Rhythm instruments: triangles, music sticks, tom-toms
Music books for use with small children

c. Ideal

Extended record collection
Extended collection of music books
Rhythm instruments for children: bells, tambourines, marimbas
Rhythm accessories: hobbyhorses, dance costumes, silk scarves
Listening post

Equipment for craft activities:

a. Essential

Potter's clay; crock, or galvanied or plastic pail, with cover
Colored dough materials: salt, flour, salad oil, food coloring
Blunt scissors in scissors caddy; paper to be cut; wastebasket
Plain paper: construction paper; paste (not glue); bits to be pasted
Jumbo crayons, one box for every two children (not wax crayons)
Easels (1 for every 8 children); tin cans to fit easel racks; large brushes (1″ wide or wider), with long handles (8″ or more); large sheets of unprinted newspaper (18″ x 24″ or larger); tempera paints, primary colors; oil of wintergreen; 9 quart jars with covers for mixing tones and tints of colors
Clothesline and clothespins for drying and displaying paintings
Bucket and sponges for cleaning up
Finger painting materials: cornstarch, soap flakes, smooth shelf paper, and either salt shakers for the tempera paints, or squeeze bottles for food coloring

b. Important

Easels (1 for every 5 children), tempera paints in secondary colors and earth colors
Folders in which to keep paintings for each child (e.g., folded newspaper, labeled)
Chalkboards and chalk (individual chalkboards may be made from composition board painted with blackboard paint)
Printing devices (e.g., sponges, toilet-paper rollers)

c. Ideal

Bulletin board on which to display paintings
Tagboard frames for paintings
Sets of water colors (semipermeable)
Charcoal, pencils, and pens

The amount of any material to be ordered depends on whether the teacher plans to use it with the entire group of children at one time, or with a small group of children during a free-choice period.

Appendix E

PROGRAM COSTS

Exact expenditures are not given for every aspect of the program as costs vary greatly in each locality and for each program. Several assumptions have been made concerning the estimate of expenditures given below. These asumptions include:

1. The availability of a building of suitable construction equipped with ordinary services such as heat, electricity, and water but otherwise unfurnished.
2. Standard equipment and furnishings for the director, staff, and classrooms are not included as they depend on the size of the staff, student enrollment, and locality. The furnishings, such as desks and chairs could be obtained at school or institution prices.

Equipment and supplies for laboratory nursery school

	Estimated cost
• Furnishings — including storage for blocks, books, art supplies, 2 sets of low shelves, 3 tables, 20 chairs, mirror, 3 screens, workbench and 2 vices, 4 locker units, Congolium floor covering	$ 725.00
• Dramatic Play Materials — including table and 2 chairs, sink, stove, dishes, bed, telephone, iron and ironing board, 2 brooms, 2 doll buggies, dress-up properties, 4 dolls, small cars and trucks, small model people and animals	$ 220.00
• Materials for Manipulation — including puzzles, pegboards, and games	$ 100.00
• Equipment for Large-muscle Activities — including planks, sawhorses, slide, ladder, 3 tricycles, and 2 wagons	$ 375.00
• Science Materials — including animal pens, magnets, seeds, food, aquarium, electric kit, magnifying glass, and thermometer	$ 125.00
• Equipment for Music Listening — including phonograph, auto-harp, 5 bells, 3 tambourines, 4 rhythm sticks, drum, and records	$ 140.00
• Books for Children	$ 150.00
• Consumable Supplies — including paint, paper, brushes, clay, sand, pencils, flannel boards, tape, pins, paste, scissors, and wood	$ 400.00
• Woodworking Tools — including 4 hammers, nails, 2 saws, square, 2 screwdrivers, 2 pliers, and screws	$ 28.00
• Water Play Materials — including tub and small toys	$ 10.00
• Blocks — including unit blocks and 3 dozen block busters	$ 200.00
• Yearly maintenance and replacement	$ 250.00
TOTAL	$2723.00

Other costs

	Estimated cost
Employee benefits	dependent on salaries of personnel
Office supplies and equipment, including typewriter, mimeo equipment, etc.	$2000.00
Liability Insurance	dependent on the amount of coverage desired
Food	dependent on child enrollment and whether lunch or a snack is included
Laundry	dependent on child enrollment and type of program

Appendix F

GLOSSARY

These are terms often used in a discussion of programs for the care and guidance of young children. Some of these terms are used in this publication; others are not. This glossary should be of help in clarifying the meaning of the various programs.

Academically oriented preschool: a preschool program which is focused on teaching specific and significant educational objectives. The program is highly structured, using teaching techniques similar to those used in elementary schools. Play activities constitute a very minor part of the program. The educational objectives are in the areas of language, arithmetic, and reading instruction. At present these are largely experimental programs.

Campus nursery school: a program for preschool children, usually operated by a college or university, where the focus is on the training of students for work with young children. The school may also serve as a research center. This type of nursery school is usually in operation for only part of the day. The program emphasizes educational experiences in addition to promoting emotional, physical, and social development. Other terms which refer to this type of program are child development laboratory, children's school, child study center, laboratory nursery school, nursery school, prekindergarten, preschool laboratory.

Child care center: a program usually supported by state or local funds and fees based on family income. The child care center's purpose is to provide an understanding environment in which a child may grow and develop while his own parents are unable to care for him. Thus, the child care center is a substitute for maternal care and its program extends throughout the entire day. In the past, child care centers have concentrated primarily on the physical care of the child; but, recently, special effort has been exerted to meet all the basic developmental needs of the child, including emotional, social, intellectual, and physical ones.

Child development laboratory: See campus nursery school

Child study center: See campus nursery school

Children's school: See campus nursery school

Cooperative nursery school: a program organized by parents who employ a trained teacher. The mothers take turns assisting the teacher in carrying out the program for preschool children. It is usually a half-day program. This type of school provides supervised play for the children, including many educational activities. The program can assist in the growth and adjustment of both children and parents.

Day care center: See child care center. The term refers to the same type of program as child care center except that a day care center is usually supported by the community chest or a voluntary agency; fees are based on a family's ability to pay.

Headstart child development center: the program provided for by the Economic Opportunity Act of 1964. Designed for preschool children who have had limited early background experiences, the program is a comprehensive one. It combines educational activities with a good health program, social services, nutritional improvement, and work with families. Usually it is a half-day program; however, some programs continue throughout the day; and many extend through lunch.

Laboratory nursery school: See campus nursery school

Montessori school: a program patterned after a school developed by Maria Montessori in Italy. The central idea of the Montessori system is

based on the recognition of the fact that a human being must educate himself; no one else can do it for him. The teacher is essentially a bystander, a careful observer present to assist only when absolutely necessary.

Nursery school: a more general term applied to preschool programs which may or may not be connected with a college or university. It usually refers to a half-day program designed to supplement the child's home environment, not substitute for it. The program emphasizes educational experiences for the child in addition to promoting emotional, physical, and social development.

Prekindergarten: a general term applied to a variety of programs for young children, all of which serve children under kindergarten age.

Preschool laboratory: See campus nursery school

Preschool program: a general term applied to a wide variety of programs for children under five years of age.

Preschool training program: a program for preschool children funded through Title 1 of the Elementary and Secondary Education Act of 1965.

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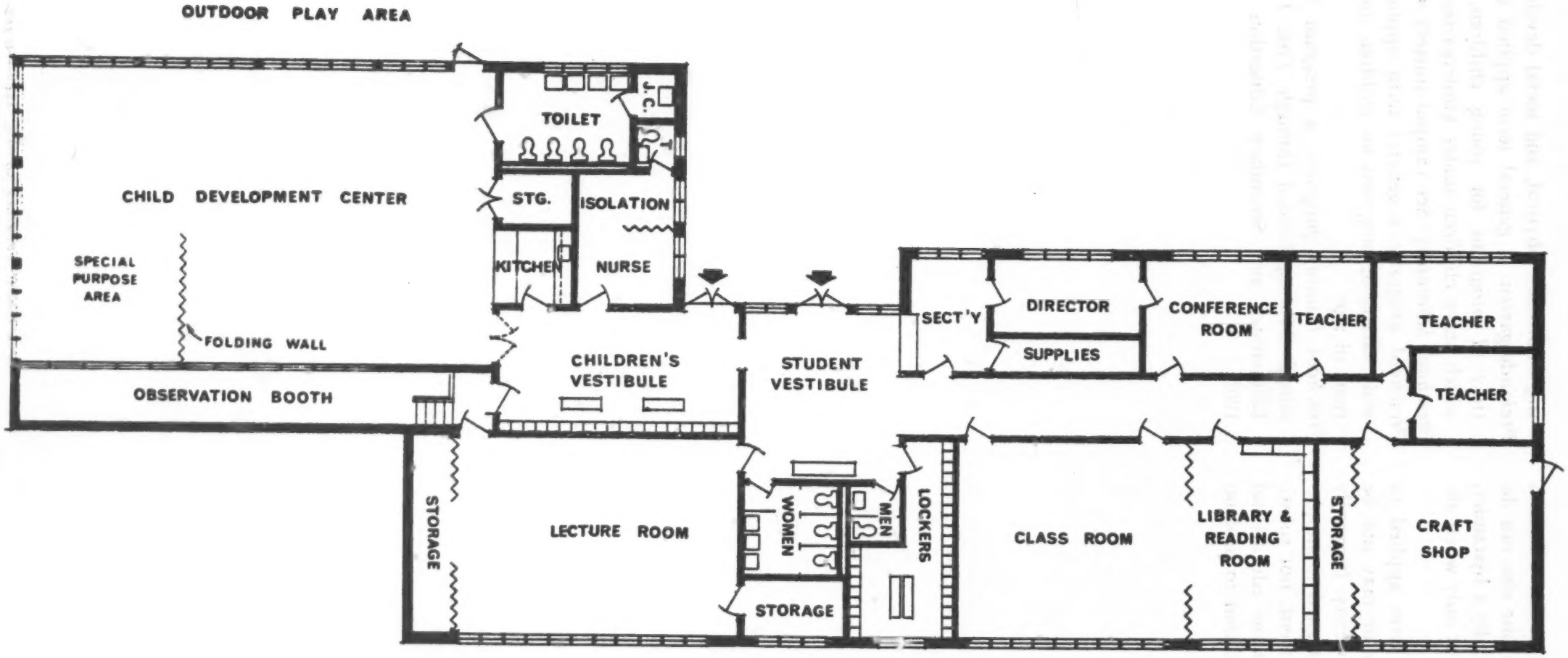

FLOOR PLAN

SCALE 0 1 5 10 15 20 ft.